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MODULE

1

L'ÉCOLE

 Distance
Learning

Alberta
EDUCATION

French 13

Module 1

L'école (School)



**Distance
Learning**

Alberta
EDUCATION

French 13
Student Module
Module 1
L'école (School)
Alberta Distance Learning Centre
ISBN No. 0-7741-0758-8

Cover Photo: BILL BUCHANAN

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Welcome to Module 1!
Bienvenue à module 1!

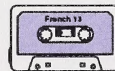
We hope you'll enjoy your study of
L'école (School).

Whenever you see this icon



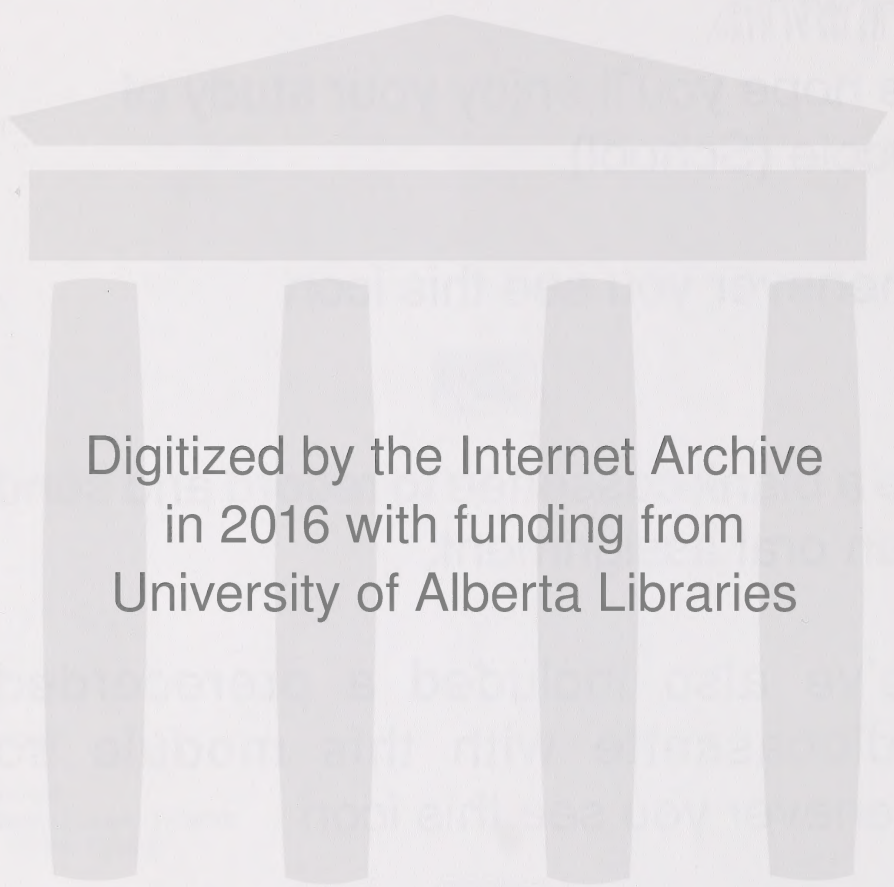
use a blank cassettee to record and send
in an oral assignment.

We've also included a prerecorded
audiocassette with this module so
whenever you see this icon



turn on your tape and listen.

Learning another language opens a whole
new window on the world!



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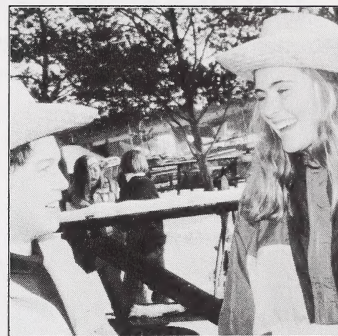
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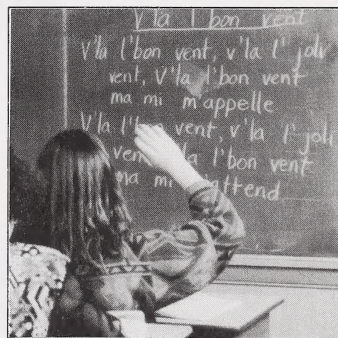


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OVERVIEW

Studying French as a second language in Canada makes sense. French is one of our official languages. One quarter of Canada's population has French as their first language and these people are not just found in Quebec. All over Canada you will find French-speaking Canadians with their rich and varied culture. There are also many other countries in the world where French is spoken as an official language or as the language of business. Knowing how to communicate with people who speak French can enrich your life and also give you skills that can be used to acquire other languages.

One of the first things people all over the world like to discuss is themselves. Talking about yourself and asking others about themselves is a common part of everyday conversations. If you think about it, you actually spend a lot of time talking about yourself – explaining who you are, and exchanging greetings with your friends. One situation where you may find yourself meeting and greeting new friends is at school. In Module 1 you will learn how to exchange greetings and personal information in the school setting.

Module 1
L'école
(School)

Section 1
Toi et les autres
(You and Others)

Section 2
Dans la salle de
classe
(In the Classroom)

Section 3
Les classes
(The Classes)

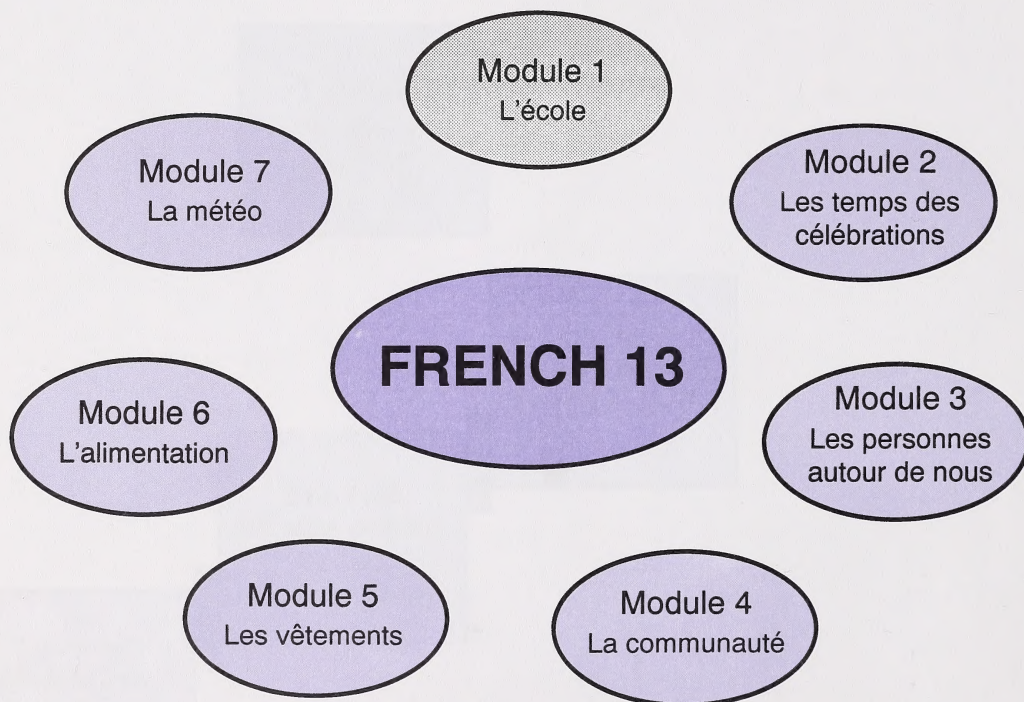
Evaluation

Your mark in this module will be determined by the assignments in the Assignment Booklet. In this module you are expected to complete three section assignments. Each of these will be related to the specific section it follows. All three combine to create a module scrapbook about you and your school. The assignment breakdown is as follows:

Section 1 Assignment	18 marks
Section 2 Assignment	20 marks
Section 3 Assignment	40 marks
Final Module Assignment	22 marks
TOTAL	<u>100 marks</u>

Course Overview

French 13 contains seven modules.



Section

1

Toi et les autres (You and Others)



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What's the first thing you say when you meet someone? *Hi*, right? Exchanging greetings like *Hello* and *Hi* is something you do every day with language.

Talking about yourself and asking other people for personal information is usually your first verbal contact with new people you meet.

In this section you will learn how to exchange greetings and say good-bye. You will learn how to ask people their names, ages, how they are, and where they live. Then if you happen to meet a famous French-speaking personality, like Mario Lemieux or Mitsou, you will be able to greet him or her and share personal information...that is, once you catch your breath from the excitement.

Activity 1: Bonjour (Greeting People)

There are different ways to greet people in French, just as there are in English. You say *Hi* or *Hello* or *What's happening?* or whatever is currently popular. What expression do you use?

Same to you.

The same happens in French. Most people have a preferred way of greeting friends and another way of greeting strangers or older people. Think about how you greet people you're meeting for the first time.

1.1

You're going to look at and listen to some different greetings in French. As you do so, think about when and why each one is used.

Now turn to page 1 in your textbook and read section 1A, "Bonjour!" while you listen to tape segment 101.

Now answer the following questions while referring to your textbook.



1. What did the students say to greet each other? _____
2. What did the students say to greet their teacher? _____
3. In this example, their teacher is a mature woman. How is she addressed?

4. In pictures 3 and 4, what does the person say to greet a male?

5. In picture 5, how does the person speaking say *Hello* to a young woman?

6. In picture 7, how do parents and children greet each other? _____

Check your answers in the Appendix, Section 1: Activity 1.1.

1.2



Most of us like to meet new people and find out about them. Whenever you run into someone you don't know, what is the first question that pops into your head? *Who is that?* – right? You probably want to know his or her name. You can learn to do this in French by turning to page 3 in *Arc-en-ciel 1* and reading “À la Maison des Jeunes” while you listen to tape segment 102.

Did you do it? Good. Refer to your textbook to answer the following questions about greetings. If you are having difficulty or you'd just like to be sure, refer to the Appendix.

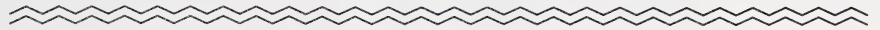
1. What is the French expression you use to say *Hi* to a friend, a classmate, or another young person?

2. Write the expressions Sarah, Katya, and Jean use to say their names.

- ---
- ---
- ---

3. How do you ask a classmate what his or her name is?

Check your answers in the Appendix, Section 1: Activity 1.2.



1.3



Next you will listen to a dialogue between Peter and Michel on tape segment 103. As you listen, read along with the speech that follows, underlining the words you hear that have a French *u* sound.

Michel: Peter, did you notice that the letter *u* is pronounced differently in **Comment t'appelles-tu?** than it is in English?

Peter: Yes. It isn't like the *u* sounds in words like *put*, *putt*, *cute*, or *flute*, is it?

Michel: No, it isn't. Contrast them with the French words **tu** and **salut**.

Peter: So, how do I say it right?

Michel: The French **u** sound is part way between the English sounds in *two* and *tea*. You can practise it by rounding your lips like you were going to whistle, then saying *eee*.

Peter: Like this? **U...u...uh...uu**. What's next?

Michel: Now try practising this a few times. Repeat these words as accurately as you can: **salut**.



Peter: **Salut**.

Michel: **Tu**.

Peter: **Tu**.

Michel: **Bu**.

Peter: **Bu**.

Michel: **Unique**.

Peter: **Unique**.

Michel: **C'est ça**. That was good. Take a little time once in a while to practise French pronunciation and soon you will be speaking like a native!

Check your answers in the Appendix, Section 1: Activity 1.3.

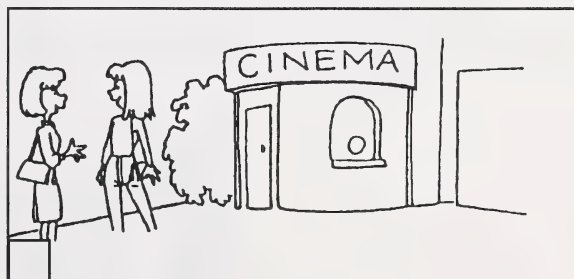
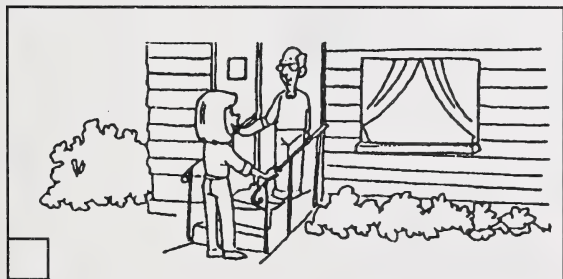
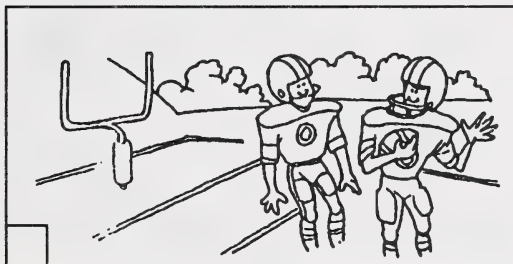
After you've checked them, read page 5 of your textbook. Now you know that different people are greeted in different ways.



1.4



For this exercise, you will need to use tape segment 104 and the pictures which follow. You will hear five short exchanges in which people greet each other. Decide which dialogue applies to each picture and put its number in the box at the bottom, left-hand corner of the appropriate picture. The first one is done for you as an example. Now turn on the tape to listen and verify the answer given for the first picture. The greeting that you heard would be appropriate for a young girl talking to a mature salesclerk. Now continue with the remaining four pictures. Remember, the answers are in the Appendix and you can listen as many times as you like.



Check your answers by turning to the Appendix, Section 1: Activity 1.4.

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1.5



Imagine you are Pierre in each of the following situations. How would you greet the person in each case? Use your own blank cassette to record your responses. If you want, make up some situations of your own and record the greetings you would use.

<p>1.</p> <p>Pierre Marcel</p>	<p>2.</p> <p>Monsieur Blanchard</p>
<p>3.</p> <p>Anne</p>	<p>4.</p> <p>Mademoiselle LeBlanc</p>
<p>5.</p> <p>Madame Tremblay</p>	



Check tape segment 105 for possible answers.

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Did you know that in French, after you use an expression such as **Bonjour, Monsieur!**, you do not mention the person's last name, as we do in English? You might say *Hello, Mr. Smith* or *Hello, Mrs. Jones* whereas in French you would probably just say **Bonjour, Monsieur** or **Bonjour, Madame**.

1.6

In each speech bubble, fill in your reply to these people. The first one is done for you.



Check your answers in the Appendix, Section 1: Activity 1.6.

Don't be surprised if you see French-speaking people shaking hands or kissing each other on the cheek when they greet each other. These are common gestures in French culture. Even if they have greeted each other earlier the same day, they may drop what they are carrying to extend a hand or to embrace each other.

If you have a friend or relative close by, extend your hand and greet him or her with **Salut** or **Bonjour** as is appropriate right now. You can repeat this with everyone in your classroom or your house. Have fun!

Félicitations! You have completed Activity 1. Now you can say *Hi* and tell someone who you are.



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Activity 2: Comment ça va? (How Are You?)

2.1

After you greet someone, what do you usually say next? Give a few suggestions in English.

Right! You might say

- *How are you?*
- *How's it going?*
- *How've you been?*



2.2

Quite often, the next thing you ask someone is how he or she is feeling.

To find out how to do this in French, turn to page 6 in your text and read the corresponding speech bubbles while you listen to tape segment 106. Don't hesitate to play the tape as many times as you like. Then turn the tape off and use your text to list three ways you can ask in French how someone is.



- _____
- _____
- _____

Check your answers in the Appendix, Section 1: Activity 2.2.

2.3

1. Both **tu** and **vous** mean *you*. After looking at the speech bubbles on page 6 of your textbook, can you suggest when you would use **tu**?

2. When would you use **vous**?

Right! **Tu** is used when talking to a friend, a child, a member of your family, an animal, or anyone in a casual situation.

Vous has several uses. You use it when the communication is formal. For instance, you would use it as an adult talking with someone you have met for the first time. You would use it with someone for whom you want to show respect. You always use **vous** when you are talking to more than one person. You also use **vous** when you want to establish some personal distance in a relationship. If you prefer to keep your distance from someone, using **vous** will give him or her that message. Think of someone to whom you would like to give that kind of message. In French all it takes is being polite. Maybe it would work just as well in English.

2.4

Now look at question 1 on page 7 of your text and try to decide who would say **Comment allez-vous?** and who would say **Comment vas-tu?** or **Ça va?** Answer in the spaces provided here.

1. Mitterrand to Thatcher: _____
2. a child to Princess Caroline: _____
3. Princess Caroline to the children: _____
4. Bob Geldof to Paula Yates: _____

Check your answers in the Appendix, Section 1: Activity 2.4.





Who are those people? If you are not sure who they are or why they merit respect, you can phone your distance-learning teacher or ask someone near you who might know.

If you were to meet Maurice Richard (another famous hockey player), how would you greet him?

Right! You would use **Bonjour, Monsieur. Comment allez-vous?**



French spelling sometimes uses marks on various letters of the alphabet. One of these is the **cédille** which is used under the letter *c* (ç) to soften it before the letters *a*, *o*, or *u*. The ç is pronounced as an *s*.

Another accent mark is the **accent aigu** which looks like this on the *e*: *é*. Whenever this accent appears over an *e*, the *é* is pronounced like the *ay* in the English *bay*.

As you have seen, there are many ways to answer the question *How are you?* **Ça va?** Most of the time you say *Fine, thank you; Bien, merci.*

2.5



Look at the drawings that follow and listen to how each person expresses how he or she feels. You will need to listen to tape segment 107. Each person in the picture will respond to **Comment vas-tu?** or **Ça va?** or **Comment allez-vous?**

As you hear the person respond, match the number of the corresponding picture with the appropriate response. One response is used twice. Listen to the tape segment as often as you like.

_____ Comme ci, comme ça, merci.

_____ Je vais très bien, merci.

_____ Ça va bien, merci.

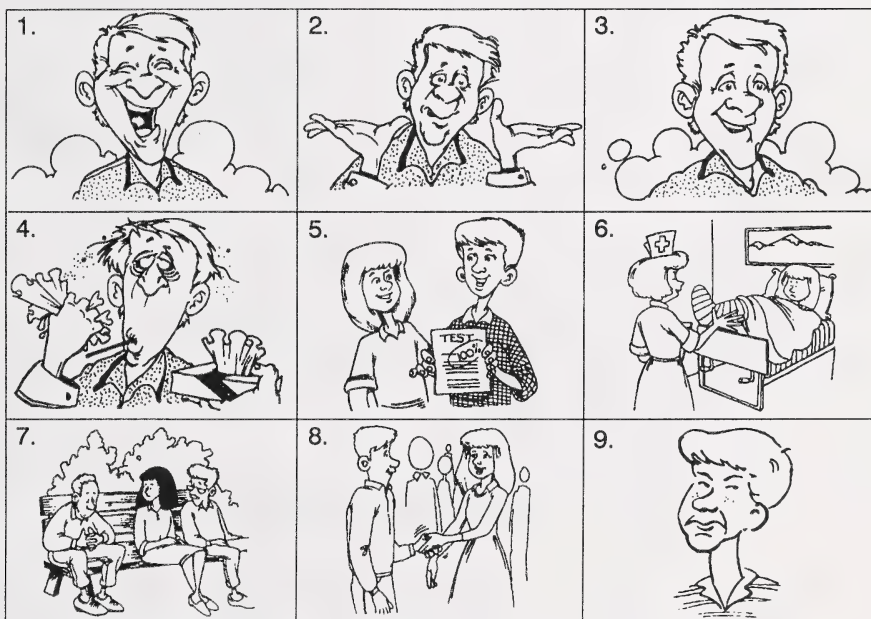
_____ Ça ne va pas bien, merci.

_____ Très bien, merci.

_____ Pas bien, merci.

_____ Bof!

_____ Ça va mal.



Check your answers in the Appendix, Section 1: Activity 2.5.

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2.6

What do you usually do after school or after you finish your homework? Do you watch TV?

Read these two mixed-up dialogues, and then decide which one is being spoken by the people on the television, and which one by the people watching the television.

i.

– Bof! Et toi?
– Salut, Marc.
– Comment vas-tu?
– Salut, Sylvie

ii.

– Comment allez-vous?
– Bonsoir, Madame de Clichy.
– Très bien, merci. Et vous?
– Bonsoir, Monsieur de Passy.



1. a. Write the dialogues in the correct order here.

i.

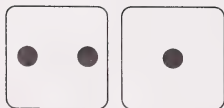
ii.

b. Who is speaking each of these dialogues?

i.

ii.

Check your answers in the Appendix, Section 1: Activity 2.6.



If you can work with a partner, read both dialogues out loud with each of you taking a role. If you have no partner, take both roles, changing your voice as you practise the dialogues out loud.

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Activity 3: Noms et adresses (Names and Addresses)

Friends often exchange addresses and phone numbers. What do you need to know in order to do this?

Yes! You need to be able to say and recognize numbers in French. Start by reading page 11 in your textbook as you listen to tape segment 108. You will hear these people telling you where they live on Lesage Street. Listen carefully to the pronunciation of the numbers 1 to 10.



3.1

As you listen to tape segment 109, look at the pictures on page 11 of your textbook. In the spaces that follow, write the number of the picture that shows who is speaking as you hear them on the tape. The first one is done as an example.

6 _____



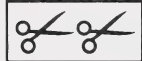
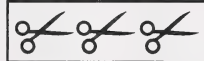
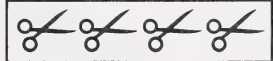
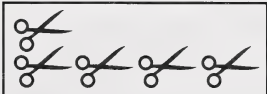
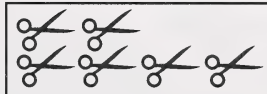
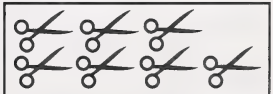
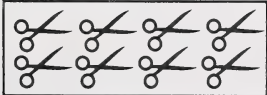
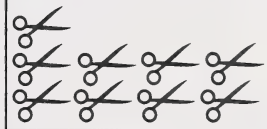
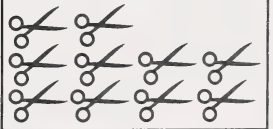
Check your answers in the Appendix, Section 1: Activity 3.1.



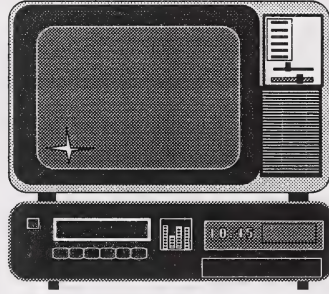
3.2

Why not practise counting yourself? Listen to tape segment 110. You will hear the numbers 0 to 10 spoken in French. After each number there will be a pause for you to say the number on your own. Do this several times until you feel comfortable saying the numbers. If you want, record them on your own cassette and then listen to yourself. Compare yourself to tape segment 110 to see how you are doing.



				
0 zéro	1 un	2 deux	3 trois	4 quatre
				
5 cinq	6 six	7 sept		
				
8 huit	9 neuf	10 dix		

Now count 10 things you might have around the house, for example, spoons or stairs. Read the numbers off the telephone in French. Read the TV channels up to **dix** in French. What's your favourite channel?



3.3



Are you ready for something more challenging? Good, because now you will hear a dialogue in which one student is telling another student his or her telephone number. See if you can accurately write the telephone number as you listen to it. You may really want to talk to one of these people later so it's important that you get it down. You will need to listen to tape segment 111. Replay the tape as many times as you wish. The first one is done for you as an example.

- | | |
|--------------------|----------|
| 1. <u>436-2281</u> | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

Check your answers in the Appendix, Section 1: Activity 3.3.

3.4



Your textbook is set in France. Did you know that telephone numbers in France are not the same as ours in Canada? Turn to page 14 in your textbook and look at section 3G as you listen to Béatrice make phone calls on tape segment 112.

Which numbers does Béatrice call?

Check your answers in the Appendix, Section 1: Activity 3.4.

What do you notice that is different about French telephone numbers? That's right! French phone numbers are usually in two-digit groups. Did you notice how you say *Hello* on the telephone?

Yes, it's **Allô**, not **Bonjour**.



The mark on the ô, as in **Allô**, is called an **accent circonflexe**. It does not change the pronunciation of the letter over which it appears.



If you have a partner, imagine he or she is a witness to a crime and you are the police officer in charge of the investigation. Ask for his or her name (**nom**) and number (**numéro de téléphone**) and write them down. Switch roles with your partner and give your own **nom** and **numéro de téléphone** when asked. If you have no partner, practise by taking both roles and using a different voice, name, and number for each one. Have fun! You can repeat this exercise as often as you like with other fictitious names and numbers, compiling a list of witnesses for the investigation as you go along.

3.5



As you listen to tape segment 113 you will hear four dialogue exchanges in which different people request phone numbers from the operator. As the number is given, circle it and then repeat it to yourself during the pause. Then the correct response will be given to you. The first one is done for you as an example.

- | | | | |
|--------------------|----------|----------|----------|
| 1. Bernard LeBlanc | 986-4215 | 786-4215 | 986-3215 |
| 2. Claire Dupuis | 432-2679 | 436-2679 | 432-2678 |
| 3. René Moreau | 978-5097 | 378-5097 | 374-5094 |
| 4. Anne Thériault | 789-2154 | 798-2154 | 798-2145 |

Bon! Phone numbers are essential information, aren't they? So are addresses. You will need to learn how to say higher numbers in French if you want to be able to indicate house numbers, street addresses, and so on.

Check your answers in the Appendix, Section 1: Activity 3.5.

3.6

Recognizing numbers as you hear them is an important language skill. What if you show up at the wrong address or call the wrong number? Saying numbers correctly is important, too. What if you give someone the wrong address or phone number?



To practise counting from 11 to 31, listen to tape segment 114 as you read page 14 of your text, *Arc-en-ciel 1*. After you hear each number, repeat it as accurately as possible. You might want to practise several times so you will be well prepared to say numbers by the time you get to your Assignment Booklet. The tape asks you to write some numbers down. Write them in the spaces provided.

Check your answers in the Appendix, Section 1: Activity 3.6.

3.7



Now try question 6 on page 14 of your textbook. You will need to listen to tape segment 115. The first two are done for you as examples. Go ahead and try it. Good luck!

Bordeaux	Toulouse
<u>6</u>	<u>13</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Check your answers in the Appendix, Section 1: Activity 3.7.



3.8

Well done! Now see if you can use numbers to tell where you live. This segment explains the patterns in French numbers from 1 to 100. Then it discusses the pronunciation of sentences you use to ask someone where he or she lives, **Où habites-tu?** or **Où habitez-vous?** Listen to tape segment 116.



Besides numbers, what do you need to know how to say in order to answer the question **Où habitez-vous?** or **Où habites-tu?** How do you name streets or avenues in French? Look at page 12 in your textbook and do question 4.

Textbook question 4:

Check your answers in the Appendix, Section 1: Activity 3.8.

3.9

To answer the question **Où habites-tu?** you say, **J'habite....** Check out where the following people live by looking at their luggage tags. Fill in what each person is saying to the bus driver.



Check your answers in the Appendix, Section 1: Activity 3.9.

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3.10



This time you will need to listen to tape segment 117. Imagine you have friends (as listed in the chart that follows) who live in both Canada and France. You will hear someone asking where your friends live. During the pause after the question, answer using the places given in the boxes. If you have a partner to work with, try this as a question-answer activity that you do together. **Bonne chance!**

Nom	Adresse	✓
Jean	Paris	___
Marie	Morinville	___
Vincent	Fahler	___
Nicolas	Strasbourg	___
Sophie	Beaumont	___
Isabelle	Nantes	___

Nom	Adresse	✓
Jerôme	Lille	___
Paul	Legal	___
Céline	Bonnyville	___
Dominique	Rouen	___
Daniel	St. Paul	___
Jerôme	Lille	___
Jeanne	Marseille	___

Can you identify which of these places are Francophone communities in Alberta? Put a ✓ beside them.

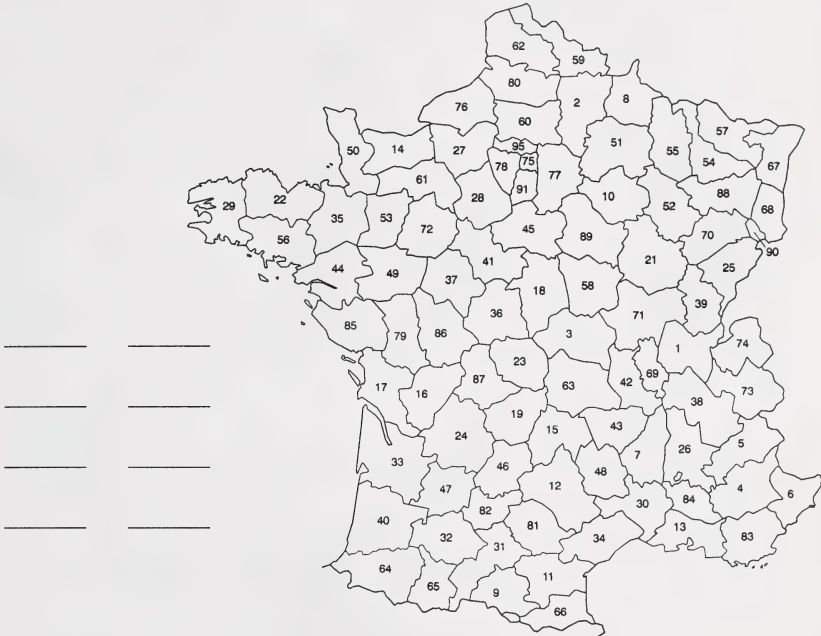
Check your answers in the Appendix, Section 1: Activity 3.10.

3.11

A friend living in France would live in a **département**. France has no provincial governments, but there are 95 **départements**, which are national government administrative districts. The **départements** of France are about the size of counties in Canada. There are also **provinces** in France which are only geographical divisions, unlike Canada, where provinces are both administrative and geographical divisions.



Listen to tape segment 118 and try the first part of this activity in which you write figures for the eight **département** numbers you hear. Shade in the eight **départements** on the map.



1

Check your answers in the Appendix, Section 1: Activity 3.11.

Great! You now know enough to be able to obtain information like a person's name, where he or she lives, and his or her phone number. Now it's time to say good-bye.

3.12

Turn to question 2 on page 8 in your textbook. Look at it while you listen to tape segment 119. After you hear the announcer greet the audience three different times, answer the following questions.

1. What word does the announcer use to greet a group of men? _____
2. What word does he use to greet a group of women? _____

Check your answers in the Appendix, Section 1: Activity 3.12.



¹ Mary Glasgow Publications for the map from *Arc-en-ciel 1 Repromasters* written by Ann Miller and Liz Roselman. Reprinted by permission of Mary Glasgow Publications, London, U.K.

If you study the following pictures, you will see that there are different situations when you use **Salut!**, **Au revoir!**, **Bonne nuit!**, or **Bonjour!** to say *Good-bye*.



From the preceding pictures, did you notice that **Bonjour** is also used to say *Good-bye* in Canada?

Follow-up Activities

If you had difficulties with the activities in this section, it is recommended that you do the Extra Help. If you have a clear understanding of the concepts and had few difficulties with the activities, it is recommended that you do the Enrichment. You can do both if you choose.

Extra Help 1

You will have a chance to react in French to what another person is saying. Copy the sentences onto strips of paper. Try various combinations to see which make sensible conversations. If you can work with someone else, do this activity together playing different roles in each dialogue. The sentences are in random order on this page.



Bonjour, Jean.

Salut, Sylvie.

J'habite rue St-Jean.

Comment vas-tu?

Je m'appelle Pierre.

Ça va?

Très bien, merci.

Où habites-tu?

Bonjour, Patrick.

Comment t'appelles-tu?

Bof!

Bonne nuit!

Bonsoir, Madame.

Bonsoir, Monsieur.

Salut, Anne.

For possible answers turn to the Appendix, Section 1: Extra Help 1.



Extra Help 2



You are invited to compete in a square dance competition. Listen to tape segment 120 as you look at the dancers that follow. As the caller identifies the order of the dancers, he calls out their numbers in French. Write the number you hear on each person's tag. You don't want to miss out on the fun so start now!



Michel et Micheline



Jean et Jeanne



Paul et Paulette



Francois et Françoise



Sylvie et Sylvain



Christophe et Christine



Marie et Maurice



David et Denise



Louis et Louise



Alain et Aline

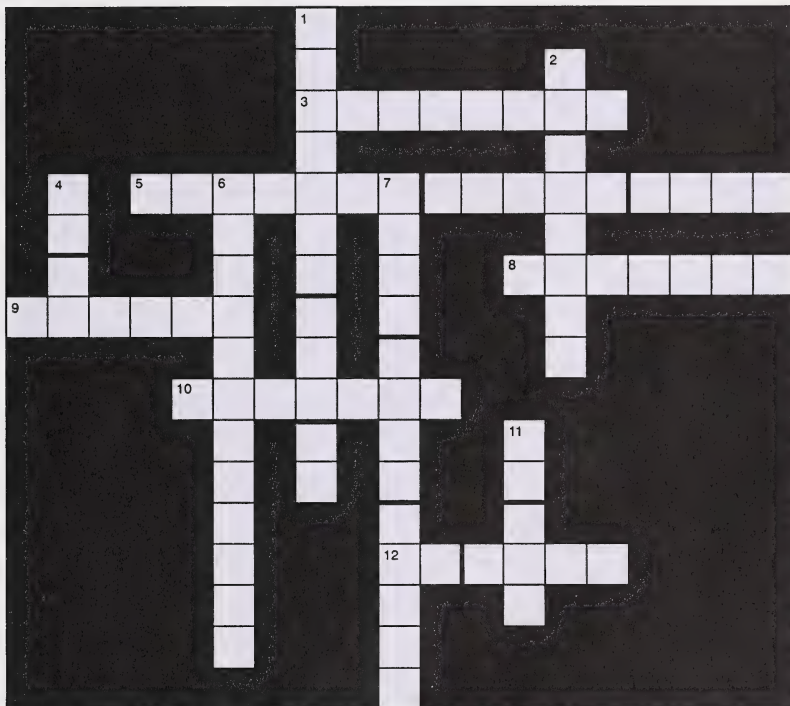
Check your answers in the Appendix: Extra Help 2.

¹ Alberta Education for the graphics from *Français 10: Télé-classe*. Reprinted by permission of Alberta Education, Edmonton, Alberta.

Extra Help 3

See how you do on the crossword puzzle. It will remind you of what you've learned to say so far.

Mots croisés



Across

3. How do you address a man?
5. *How are you?* (formal version)
8. *Good morning.*
9. How do you address a woman?
10. *Good evening.*
12. *What about you?* (formal version)

Down

1. *How are you?* (familiar version)
2. *Goodbye.*
4. *How are you?* (a shorter familiar version)
6. How do you address a young woman?
7. *Very well, thank you.*
11. *What about you?* (familiar version)

Check your answers in the Appendix, Section 1: Extra Help 3.

¹ Mary Glasgow Publications for the crossword puzzle from *Arc-en-ciel 1 Repromasters* written by Ann Miller and Liz Roselman. Reprinted by permission of Mary Glasgow Publications, London, U.K.

Enrichment 1



There are a variety of situations in which people exchange personal information. As you listen to tape segment 121, write in the missing words in the dialogues below. Don't hesitate to listen to the six dialogue exchanges several times. You won't understand everything, but you will understand enough to answer the questions. **Bonne chance!**

1. Paul: _____, Richard. _____?

Richard: _____, Paul. Bof! J'ai eu _____% sur mon test de maths.

Paul: Oh non! _____!

Richard: _____.

2. Marc: Allô! C'est bien la résidence Leclerc?

Mme Leclerc: Oui, c'est le _____.

Marc: Je _____ Marc Duhamel, rapporteur pour le journal *Le Franco*. Et vous?

Mme Leclerc: Je _____ Madame Leclerc.

Marc: _____, Madame?

Mme Leclerc: J'_____ Stewart, Monsieur.

3. Paul: Bonjour, _____. Comment _____?

Jeanne: Je _____. Et vous?

Paul: _____. _____ vous appelez-vous?

Jeanne: Je _____ Jeanne Duclos. Et vous, _____?

Paul: Je _____ Paul Martel. Où _____, Jeanne?

Jeanne: J'_____ Montréal. Et vous?

Paul: J'_____ St. Paul en Alberta.

4. Paul: Salut, Marie.

Marie: Salut, Paul.

Paul: _____?

Marie: _____. Et toi?

Paul: _____, merci. _____!

Marie: Salut, Paul.

5. Mme: _____?

Michel: _____ Michel Duclos, Madame.

Mme: _____, Michel?

Michel: _____, Madame. Excusez-moi. Je dois aller en classe.

Mme: _____, Michel.

Michel: _____, Madame.

6. M.: _____, _____. Comment _____?

Mme: Bien, merci. Et vous, Monsieur?

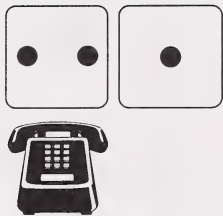
M.: _____, merci. _____!

Mmes: _____!

Check your answers in the Appendix, Section 1: Enrichment 1.



Enrichment 2



Now you will be saying out loud what you have learned so far. In this activity, you can work alone or with a partner, if one is available. Choose appropriate combinations from the groups of sentences that follow to make up three separate dialogues. Alone, or with your partner, record them on your cassette as dialogues between two people. Then turn to the Appendix, Enrichment 2 to look at possible dialogue combinations. If you are having problems, don't hesitate to contact your distance-learning teacher by phone if you are registered with the Alberta Distance Learning Centre.

1. Au revoir. Comment allez-vous? Bonjour, Monsieur. Très bien, merci. Au revoir, Monsieur.
2. Moi, j'habite Legal. Quel est ton numéro de téléphone? Salut. Je m'appelle Robert. Et toi? Merci, je dois filer! Salut, Marie. Salut, je m'appelle Marie. C'est 555-2616. J'habite Morinville. Et toi? Très bien, merci. Salut, Robert. Comment ça va? Bien, merci. Et toi? Quel est ton numéro de téléphone? Où habites-tu, Marie? Mon numéro, c'est 555-2065.
3. Bonsoir, Monsieur. Ça va? Au revoir, Monsieur. Très bien, merci. Bien, merci. Et vous? Bonsoir, Anne. Bonne nuit, Anne.

Check for possible answers in the Appendix, Section 1: Enrichment 2.

Conclusion

Being able to communicate with others in their own language is an enriching personal experience. In this section, you have opened the door to French 13. You can now introduce yourself and exchange basic personal information with others in French. Sections 2 and 3 will provide you with learning experiences that will enable you to talk about your experiences at school.

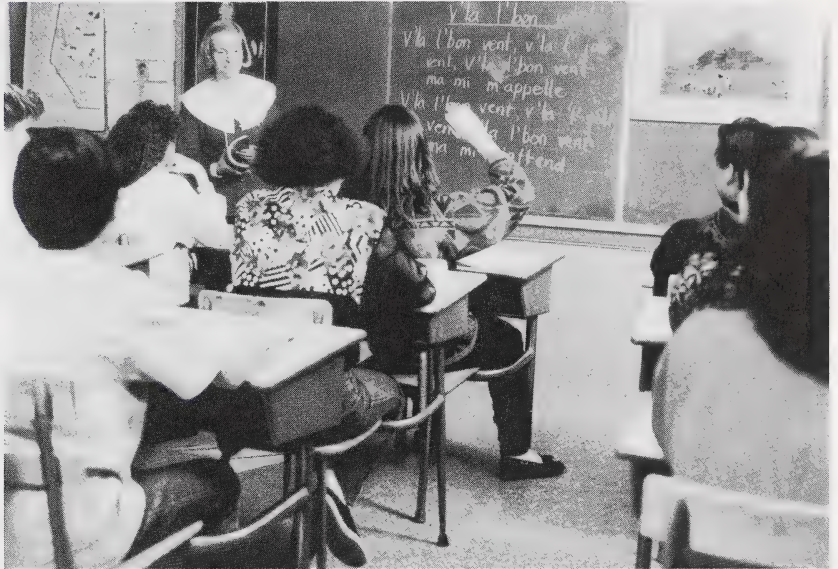
Using a second language often means taking risks. You're bound to use or pronounce words incorrectly at times. You can always console yourself with the thought that every person who has ever learned another language has experienced these same feelings and has made mistakes as part of the learning process. It's all right! Keep trying. People who are native speakers of that language will appreciate your efforts.

Now turn to your Assignment Booklet for Module 1
and complete the assignment for Section 1.

Section

2

Dans la salle de classe (In the Classroom)



PHOTOSEARCH LTD.

Does this picture seem familiar? What comes to mind when you think about a classroom? School is a place for meeting people. It can also be a place for sharing skills, thoughts, ideas, and friendships. In fact, most young people spend a lot of time thinking or talking about school. How about you?

In this section, you will be experiencing school in a new way – **en français**. In French you will meet your classmates, talk to them about the classroom, and learn how to follow the teacher's instructions. **Bonne chance!**

Activity 1: La rentrée (The First Day of School)

How do you think you would feel on the first day of the school year at a new school? Would you feel nervous because you didn't know anyone? Would you wonder which classrooms to go to? Would you be anxious about meeting new teachers, about learning new things, about being accepted? Well, those feelings are to be expected – they are all normal and probably you would manage just fine.

Why not go into your French class? A whole new classroom experience **en français** is waiting to begin. Did you know that the French word for *classroom* is **la salle de classe**? Often this is shortened to **la classe**. It's easy to remember. Why?

Right! **Classe** is almost identical to the English word *class*.



Whenever words in the two languages have a similar spelling and meaning, they are called *cognates*. Cognates can help you understand new vocabulary in French. You can use them repeatedly as learning tools because the two languages have often borrowed words from each other.



1.1

Now turn to page 5 in your textbook and look at question 9 as you listen to tape segment 122. Use the blank spaces provided to do the question.

Textbook question 9:

Check your answers in the Appendix, Section 2: Activity 1.1.

Now that you are ready to go **dans la classe de français**, what do you anticipate will happen first? Usually what happens first is **le prof prend les présences**. Can you use cognates to figure out what this means?

Great! You're right! The teacher is checking the attendance list. In French, it's known as *the list of those present*.



1.2



To prepare for spelling names aloud, practise the French pronunciation for the letters of the alphabet. Follow items 7E to 7K on page 35 in your textbook while you listen to tape segment 123. You will alternate between reading the text and listening to the letters being spoken. When you come to 7I, answer it in the spaces provided below; then continue.

Textbook question 7I:

The alphabet is repeated again at the end of this tape segment.

Check your answers in the Appendix, Section 2: Activity 1.2.

1.3



Why don't you sit down and see who some of your classmates are? Notice the list of names that your teacher is checking. Listen to tape segment 124. Follow the spelling with your pencil as **le prof** asks each person what his or her name is and how it is spelled.

- Patrick Civardi
- Sarah Jacobs
- Jean Lassègue
- Katya Tedjini
- Sophie Thireau
- Alexis Thériault

1.4

Now try spelling Patrick's name out loud on your own, using the French alphabet.

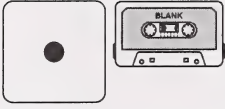
PATRICK CIVARDI



Good! Now listen to tape segment 125 to see how well you pronounced the letters.

1.5

The teacher in your new classroom now asks for your name, since it wasn't on the list.



In answer to the teacher's question, say your name and spell it in French. Use a blank cassette or do it with a partner. **Bravo!** Practise as often as you like.

1.6

Find and circle the names of the classmates from the textbook in the following wordsearch. There may be other names hidden as well. Spell the names to yourself in French as you circle them.



1

Check your answers in the Appendix, Section 2: Activity 1.6.

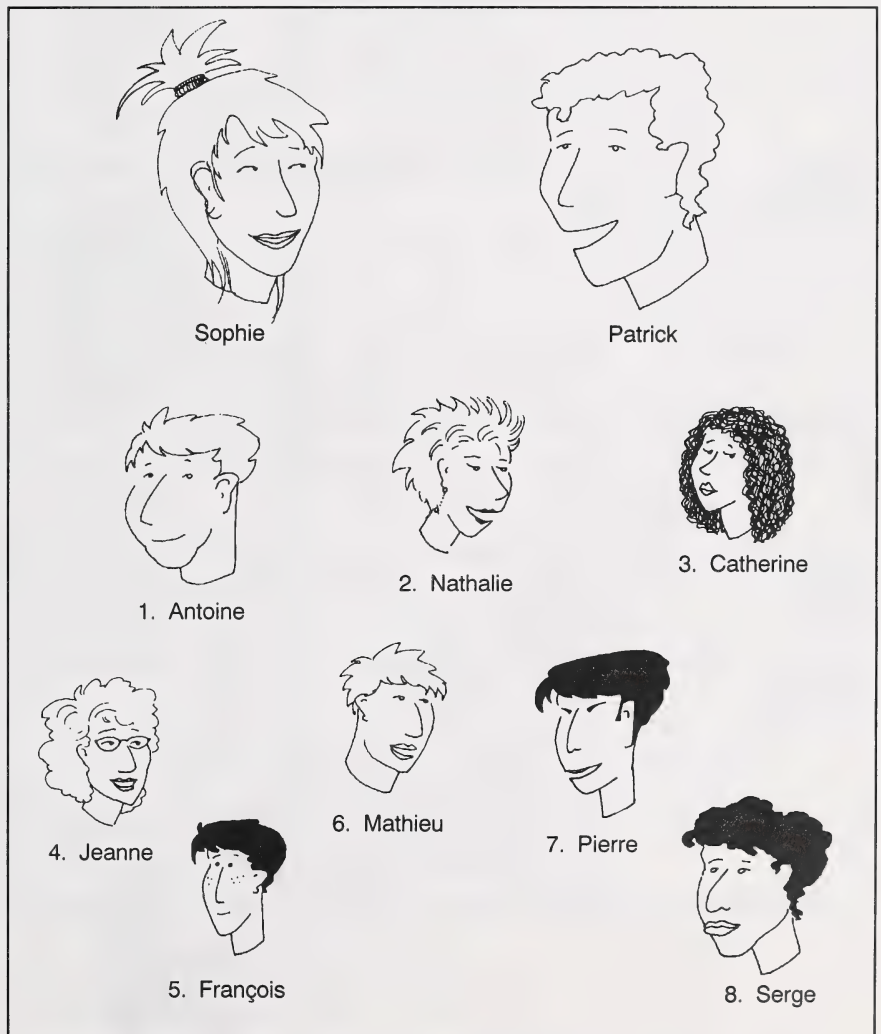
¹ Mary Glasgow Publications for the wordsearch from *Arc-en-ciel 1 Repromasters* written by Ann Miller and Liz Roselman. Reprinted by permission of Mary Glasgow Publications, London, U.K.

1.7

Once **les présences** are taken, Patrick turns to you and says, “**Bonjour, je m’appelle Patrick, et toi?**”

You answer, “**Bonjour, Patrick. Je m’appelle _____.**”

You want to ask Patrick some of the names of the other people in the class. Patrick is also new to the class.





Listen to tape segment 126 as he asks Sophie **Qui est-ce?** (*Who is that?*), and she answers.

- | | |
|---|--|
| 1. Patrick: Qui est-ce?
Sophie: C'est Antoine. | 5. Patrick: Qui est-ce?
Sophie: C'est François. |
| 2. Patrick: Qui est-ce?
Sophie: C'est Nathalie. | 6. Patrick: Qui est-ce?
Sophie: C'est Mathieu. |
| 3. Patrick: Qui est-ce?
Sophie: C'est Catherine. | 7. Patrick: Qui est-ce?
Sophie: C'est Pierre. |
| 4. Patrick: Qui est-ce?
Sophie: C'est Jeanne. | 8. Patrick: Qui est-ce?
Sophie: C'est Serge. |



Listen to tape segment 126 again. Make a list of the new names as Sophie says them.

_____	_____
_____	_____
_____	_____
_____	_____

Good. Now you know how to ask and tell who someone is, as well as spell his or her name.



Spell the names in French to yourself. Now pretend that Patrick is asking you the same question **Qui est-ce?** about each of the classmates and use your blank cassette to answer. Remember to begin your answer with **c'est** (*this is*).



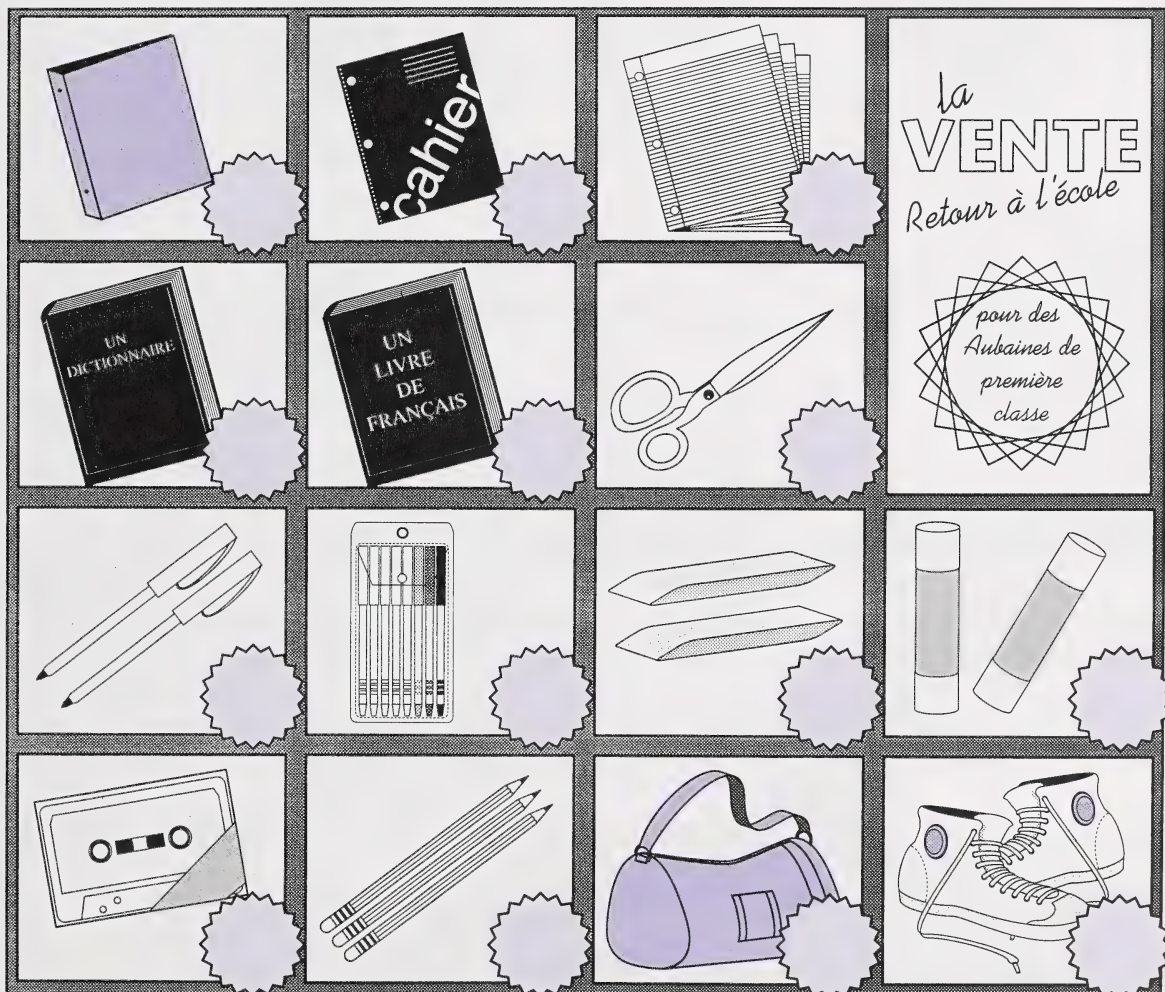
Compare your answers with tape segment 126.

Check your written answers in the Appendix, Section 2: Activity 1.7.



Activity 2: Dans le pupitre (In Your Desk)

La rentrée is the *return to* or *reentering of* school. **La rentrée** means you'll need school supplies. Your teacher will give you a list, but this year, you want to be "on the ball" so you are going to do some shopping at a back-to-school sale like the one advertised in the following picture. Put a ✓ by the items that you might want to buy.



2.1

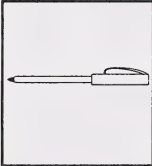

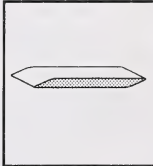

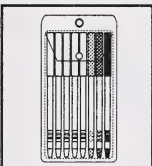
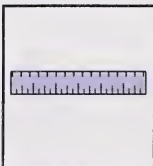

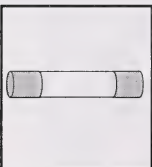
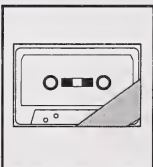
Use the ad to make a list of the supplies that you anticipate needing for **la rentrée**.


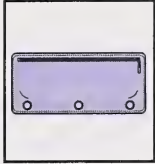


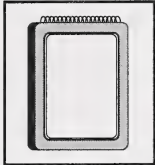
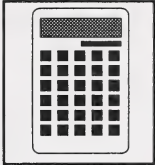



Did you finish your list and take advantage of the savings at the sale? Good!

2.2

Now it's time to see if what you bought includes everything that your teacher has asked you to get for class.

As your friends alternately list the items that you should have, he or she will ask you **Est-ce que tu as...?** which means *Do you have...?* If you have already bought the item mentioned in the picture, put an **X** in the box labelled **oui**. If you still need to purchase the item, put an **X** in the **non** box. Use tape segment 127 to do this activity.

- | | | | | | |
|---|--|---|--|---|--|
| 1. 
un stylo | <input type="checkbox"/> oui
<input type="checkbox"/> non | 2. 
un crayon | <input type="checkbox"/> oui
<input type="checkbox"/> non | 3. 
une gomme | <input type="checkbox"/> oui
<input type="checkbox"/> non |
| 4. 
un cahier | <input type="checkbox"/> oui
<input type="checkbox"/> non | 5. 
des feutres | <input type="checkbox"/> oui
<input type="checkbox"/> non | 6. 
une règle | <input type="checkbox"/> oui
<input type="checkbox"/> non |
| 7. 
des ciseaux | <input type="checkbox"/> oui
<input type="checkbox"/> non | 8. 
un bâton de colle | <input type="checkbox"/> oui
<input type="checkbox"/> non | 9. 
une cassette | <input type="checkbox"/> oui
<input type="checkbox"/> non |

10.  ☐ oui
☐ non
un cartable
11.  ☐ oui
☐ non
une trousse
12.  ☐ oui
☐ non
des feuilles
13.  ☐ oui
☐ non
un livre de français
14.  ☐ oui
☐ non
un bloc-notes
15.  ☐ oui
☐ non
une calculatrice
16.  ☐ oui
☐ non
un dictionnaire
17.  ☐ oui
☐ non
un dossier
18.  ☐ oui
☐ non
un correcteur

Check your answers in the Appendix, Section 2: Activity 2.2.



This seems to be a good time for you to become acquainted with a new companion **dans la salle de classe de français**. It's something named *gender*. In French, as well as many other languages, the things you name have an *article* in front of them which tells you if the word is feminine, masculine, or plural. Whether a word is masculine or feminine has nothing to do with it actually being male or female, so don't let that confuse you. Have a look at the following chart.

	Masculin	Féminin	Pluriel
Article	un	une	des
Exemple	un crayon	une école	des calendriers

So, whenever you name something in French, you must attach an article to it.



2.3

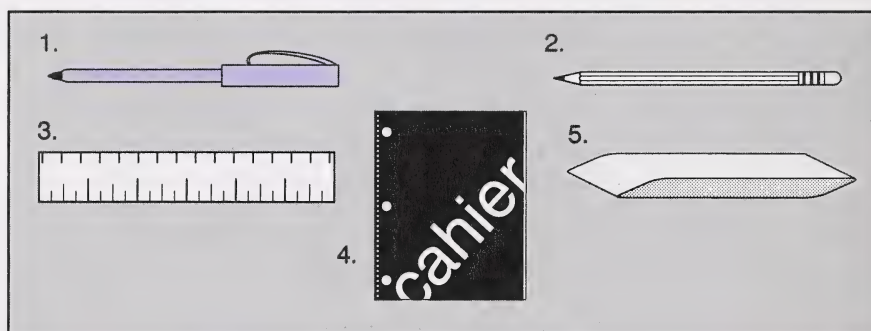
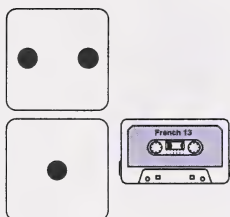
Now would be a good time to compare the supplies you have with those your classmates have. Maybe they know where you can get some good last-minute deals on the items you still need to buy. Do you remember what your teacher asked you in order to find out what supplies you have?

Est-ce que tu as ...? is correct. If you have the item, how would you answer?

Right. You would reply, **Oui, j'ai**

Est-ce que makes whatever you are saying into a question.

Imagine that you still need the items in the pictures here. Prepare a question and answer exchange in which you tell your partner what you need. When you are finished, exchange roles. If you are working alone, you will hear the question asked on tape segment 128. You will hear **Est-ce que tu as ...?** and the name of the object. You can respond by saying **Non, j'ai besoin de ...** and the name of the object. For example, the answer to question 1 is **Non, j'ai besoin d'un stylo**. You will need to stop the tape after each question to give you time to answer.



Check your answers in the Appendix, Section 2: Activity 2.3.

When you shop for school supplies, you will need to know the prices for each item. Do you know how to say things like *five bucks* in French? In the French spoken in Canada, **piastres** is sometimes used to replace *dollars* and **sous** to replace *cents*. Don't be surprised then if you hear either of the following two expressions to describe the amount 3, 20\$.

- C'est trois dollars vingt.
- C'est trois piastres vingt.

Did you also notice that the French put the dollar sign at the end, rather than at the beginning as is done in English?

By learning these expressions, you will be well-prepared to do your shopping. **Bonne chance!**

Activity 3: Que dit le prof? (What Is the Teacher Saying?)

Next, your teacher will probably want you to help organize the classroom and your personal belongings. He or she usually will give instructions to the whole class just like on page 17 of your textbook. Listen to tape segment 129 as you follow the pictures on page 17. Try to figure out what all the command words have in common. It's the **-ez** ending, right?



3.1

As you listen to the teacher on tape segment 130, match the commands you hear with the corresponding pictures on page 17 of *Arc-en-ciel 1* by writing down the number of the picture that goes with each command. The first command and its answer are given as an example.

Asseyez-vous! 2

Check your answers in the Appendix, Section 2: Activity 3.1.

3.2

Your teacher will now tell just you to do or not to do something in the classroom.

Turn to page 25 in your textbook and look at question 6. As you listen to the commands given on tape segment 131 and look at the pictures, write the number of the phrase that corresponds to each picture in the space provided.



- | | | |
|-------------------|------------------|------------------|
| 1. Tais-toi! | Picture a) _____ | Picture d) _____ |
| 2. Viens ici. | Picture b) _____ | Picture e) _____ |
| 3. Regarde! | Picture c) _____ | |
| 4. Dépêche-toi! | | |
| 5. Ne touche pas! | | |

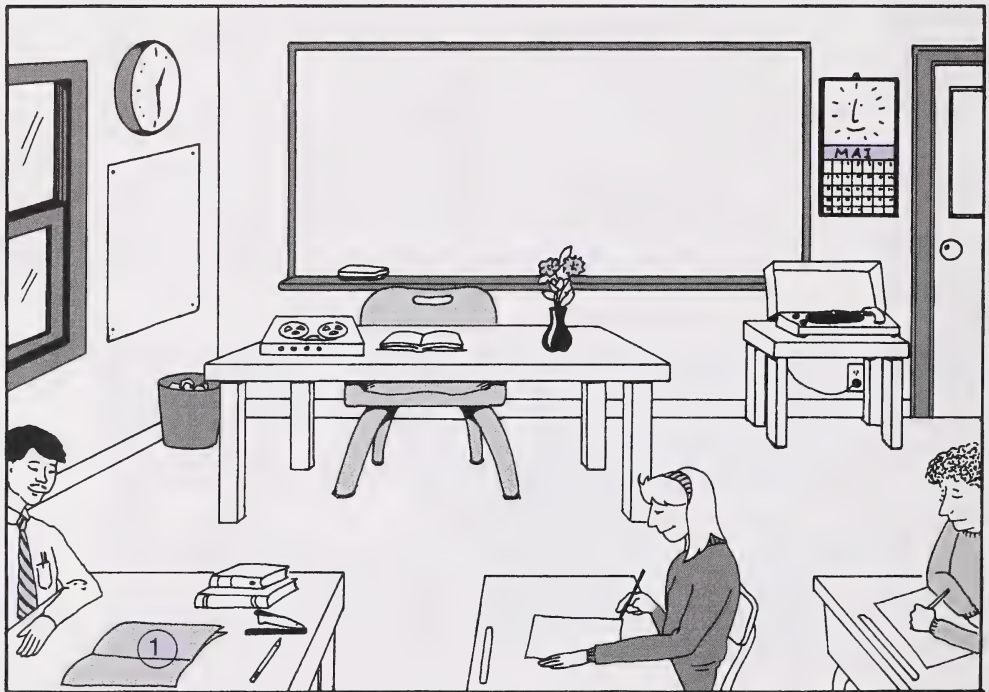
Check your answers in the Appendix, Section 2: Activity 3.2.

3.3

It's time to put your things away and help get the classroom organized. Your teacher has given you suggestions as to where things go. Put the number of the correct word by the picture of the object in the classroom.

It's good to know the names of the classroom items beforehand. If necessary, use your dictionary to verify the meanings of any of the words in the list that follows the picture. Notice how the dictionary indicates whether nouns are masculine or feminine; it will usually have **m.** for masculine and **f.** for feminine.

The first one is done for you as an example.



- | | | | |
|------------------|--------------------|-----------------------|-----------------|
| 1. un cahier | 7. un professeur | 13. un tourne-disques | 19. une élève |
| 2. un calendrier | 8. une horloge | 14. une porte | 20. une fenêtre |
| 3. un crayon | 9. un magnétophone | 15. une poubelle | 21. des fleurs |
| 4. un élève | 10. un pupitre | 16. une affiche | 22. une table |
| 5. un livre | 11. un stylo | 17. une brosse | 23. un bureau |
| 6. une agrafeuse | 12. un tableau | 18. une chaise | |

Check your answers in the Appendix, Section 2: Activity 3.3.

3.4

In the previous list of classroom objects determine which words are feminine and which are masculine. One word is plural so you cannot tell. Place the words in the appropriate columns of this chart.

[illegible]

Check your answers in the Appendix, Section 2: Activity 3.4.

How could you tell whether a word was masculine or feminine?

Abstract

That's right! **Un** is used with masculine nouns. **Une** is used for feminine nouns, and **des** is used for plural nouns.

Review the chart in Activity 2.2 before going on.

3.5



To learn the names of the colours in French, first look at the cover of your textbook, *Arc-en-ciel 1*. Do you know what an **arc-en-ciel** is?

Right! It's a *rainbow*. From the following list write down the colours in the order they appear on the cover of your textbook. Two of these colours refer to the same band of colour in the rainbow.

noir
orange
rouge

jaune
blanc

bleu
indigo

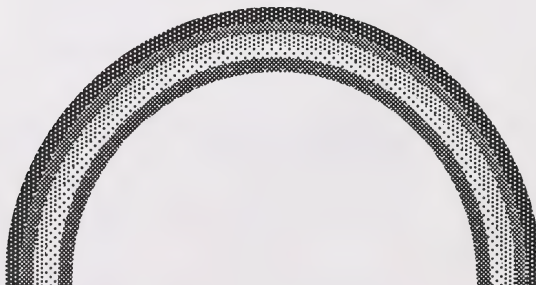
violet
vert



Check your answers in the Appendix, Section 2: Activity 3.5.



Listen to tape segment 132 as Sophie describes the colours she sees in the rainbow. Listen as often as you like.

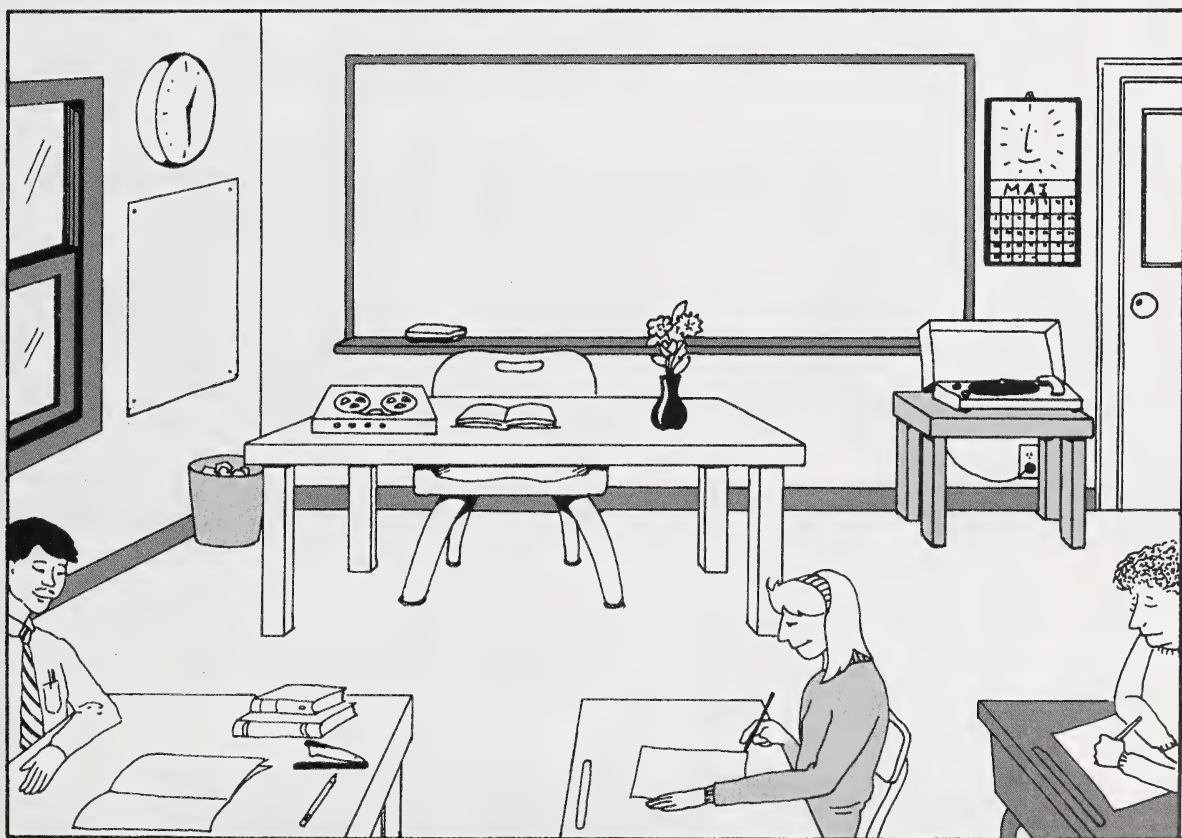


3.6

Now you know the colours of the rainbow – **les couleurs de l'arc-en-ciel**. Practise using the French terms for colours by pointing to objects around you and saying their colours out loud. Do this with at least fifteen objects.



On tape segment 133 the teacher will tell you to colour certain classroom items in the picture that follows. You will need **des feutres** (*felt pens*) or **des crayons** (*crayons*) to complete this activity. Check the names of the colours in French by looking at the French labels on your felts or crayons. Have fun – it's probably been ages since the last time you got to colour in school.

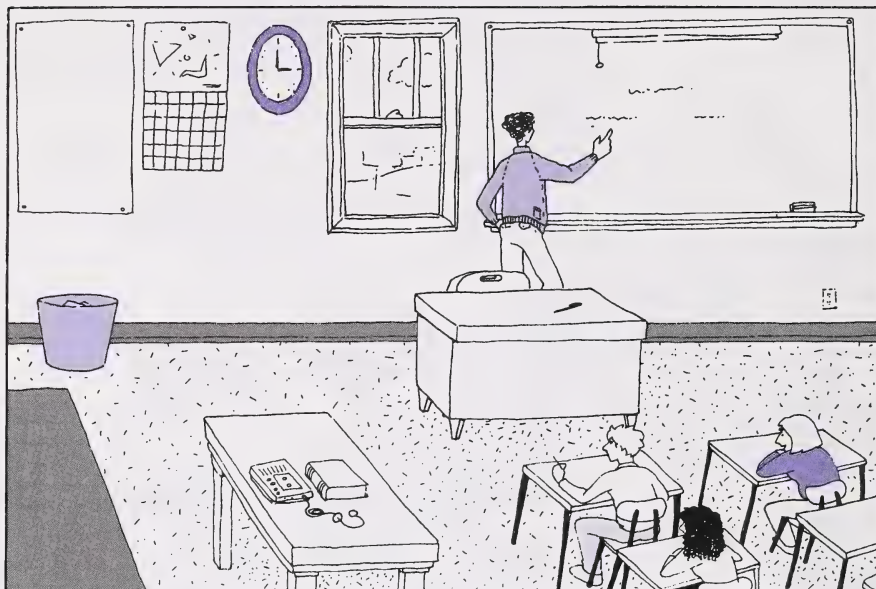


Check your answers in the Appendix, Section 2: Activity 3.6.

3.7



Are you ready to go on a scavenger hunt? On tape segment 134 one of your classmates tells you where to find various items located in the picture of the classroom. Circle the corresponding word from the list which follows the picture and put the number of the sentence beside the word. The first one is done for you as an example.



- | | | |
|-------------------|----------------|-----------------|
| _____ au-dessus | _____ devant | _____ en bas |
| _____ à la droite | _____ en haut | _____ sous |
| _____ à côté de | _____ / sur | _____ au centre |
| _____ au-dessous | _____ derrière | _____ entre |
| _____ à gauche | | |

Check your answers in the Appendix, Section 2: Activity 3.7.



3.8

You can guess what would happen if a stray dog wandered into the school. This fellow is bound for mischief as he tries to hide from the teacher. Choose from the following list of words to label the dog's location in each picture. You may need a dictionary to help you. **Bonne chance!**

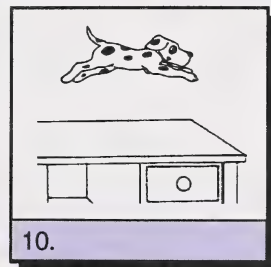
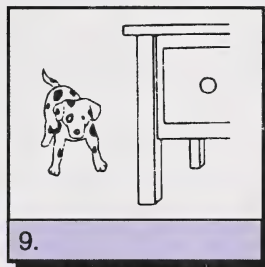
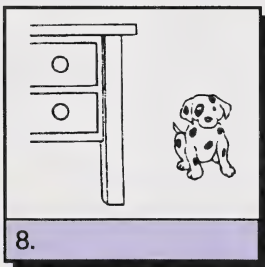
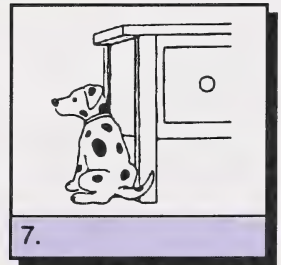
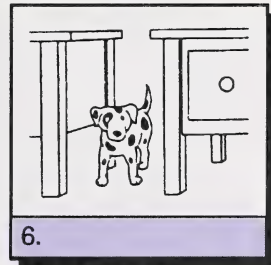
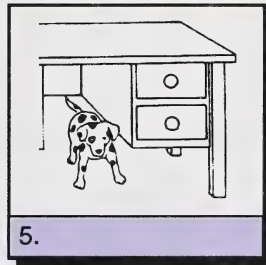
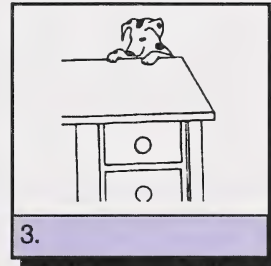
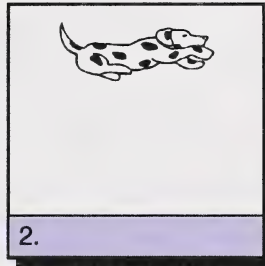
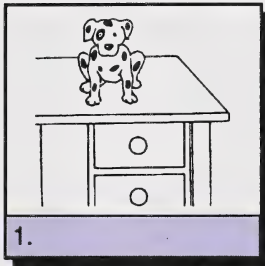
au-dessus
au centre
sous

au-dessous
à droite
entre

en haut
à gauche
à côté de

en bas
sur

devant
derrière



Check your answers in the Appendix, Section 2: Activity 3.8.

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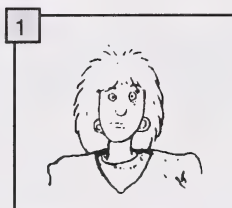
Follow-up Activities

If you had difficulties understanding the concepts in the activities, it is recommended that you do the Extra Help. If you have a clear understanding of the concepts, it is recommended that you do the Enrichment. You may do both if you choose.

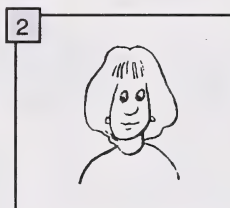
Extra Help 1



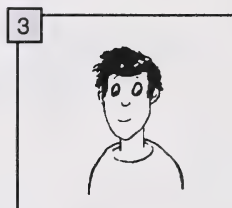
You are going to tell a friend who some of your new classmates are. Your friend will ask you on tape segment 135 who the student is in each picture. After each question, stop the tape and respond by answering with the student's name and by telling your friend how his or her family name is spelled. The first one is done for you as an example on the cassette. The answers will be provided for you on the cassette after you answer the question and spell the name. If you don't have enough time, stop the tape before you answer.



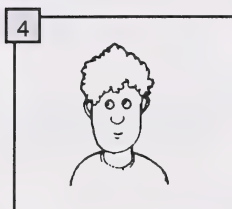
Claire Weiss



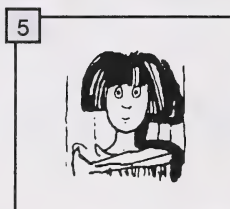
Fabienne Dubois



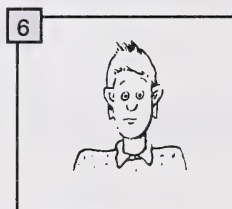
Hacène Naguib



Vincent Jaubert



Malika Itard



Nicolas Belmondo

Check your answers in the Appendix, Section 2: Extra Help 1.

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Extra Help 2

Loto



Sketch pictures and give the French names for any nine items you would need at school for **la rentrée**. Put each picture and its name in one of the empty squares below. On tape segment 136, the names of fifteen objects you may have mentioned will be listed. As the objects that you have drawn are named, put an **X** through the corresponding square. You will be finished the game when you've recognized nine words so all nine squares have an **X**. **Bonne chance!**

Check your answers in the Appendix, Section 2: Extra Help 2.

Extra Help 3

You are looking for a missing item. Try to find it by decoding the following scrambled words and then putting the corresponding picture number in the circle beside your answer. The first one is done for you as an example.

UP
E I
TPR

PUPPETTE



1



IL
E V
R



2



EL
E
G R



3



IP
P A
ER



4



MO
MG
E



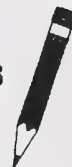
5



UB
E T A
L A



6



SO
TY
L



7



EU
BU
R A



8



EA
H I R
C



9



AY
O R
CN



10



Check your answers in the Appendix, Section 2: Extra Help 3.

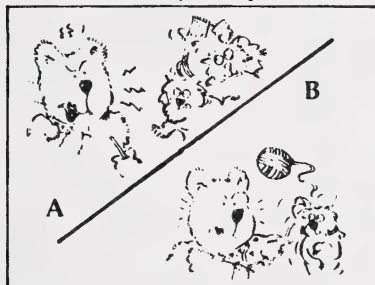
¹ Addison-Wesley Publishers Limited for the excerpt from *Carte Blanche* written by Cruchley, Golinsky, et al. Reprinted by permission of Addison-Wesley Publishers Limited, Don Mills, Ontario.

Extra Help 4

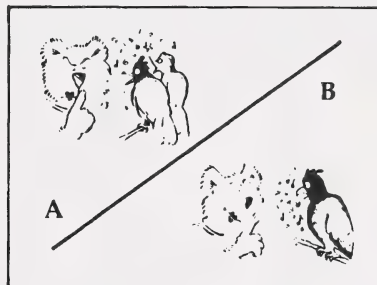
Do you remember how the teacher used different forms of commands for those given to just one person and those addressed to a group?

Look at the pictures and choose the one that goes with each sentence.

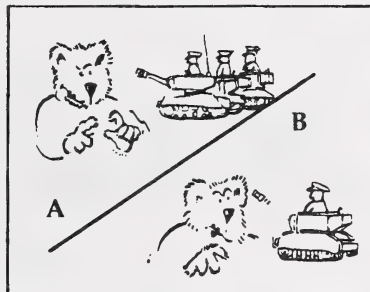
1. Ne touchez pas à ça! _____



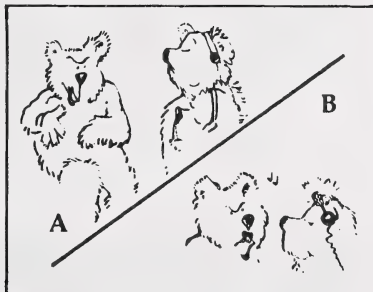
2. Tais-toi! _____



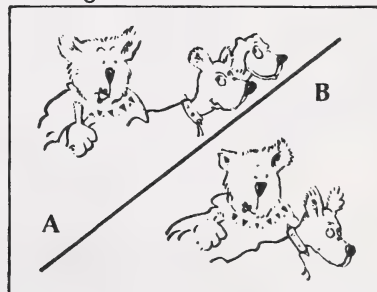
3. Venez ici! _____



4. Écoute! _____



5. Regardez! _____



Check your answers in the Appendix, Section 2: Extra Help 4.

Extra Help 5

It's time to use **des feutres** again. Can you tell what this picture is supposed to be by decoding the colours? **Quel mystère!**

- | | |
|-----------|----------|
| 1 – rouge | 4 – vert |
| 2 – noir | 5 – brun |
| 3 – jaune | 6 – bleu |

6	6	6	6	6	6	6	6	6	6	6	6	6	6
6	6	6	6	6	1	1	1	6	6	6	6	6	6
6	6	6	6	1	1	1	1	1	6	6	6	6	6
6	6	6	1	1	1	3	1	1	1	6	6	6	6
6	6	6	1	1	3	2	3	1	1	6	6	6	6
6	6	6	1	1	1	3	1	1	1	6	6	6	6
6	6	6	6	1	1	1	1	1	6	6	6	6	6
6	6	6	6	6	1	1	1	6	6	6	6	6	6
6	6	6	6	6	6	4	6	6	6	6	6	6	6
6	6	6	6	6	6	4	6	6	6	6	6	6	6
6	4	4	4	6	6	4	6	4	4	4	6	6	6
6	6	4	4	4	6	4	6	6	4	4	4	6	6
5	5	5	4	4	4	4	5	4	4	4	5	5	5
5	5	5	5	4	4	4	4	4	4	5	5	5	5
5	5	5	5	5	5	4	4	4	5	5	5	5	5
5	5	5	5	5	5	4	5	5	5	5	5	5	5
5	5	5	5	5	5	5	5	5	5	5	5	5	5

Check your answer in the Appendix, Section 2: Extra Help 5.



Extra Help 6

You will need to use tape segment 137 to do this activity. You will be showing where various items are located in the classroom. As you hear a sentence on the cassette telling you where each item goes, put the number that corresponds to the sentence in that place.



Check your answers in the Appendix, Section 2: Extra Help 6.



Enrichment 1

De quelle couleur est...?

Write the name of the appropriate color below the object.












orange
brun

noir
rouge

jaune
bleu

verte
violette

grise
blanche

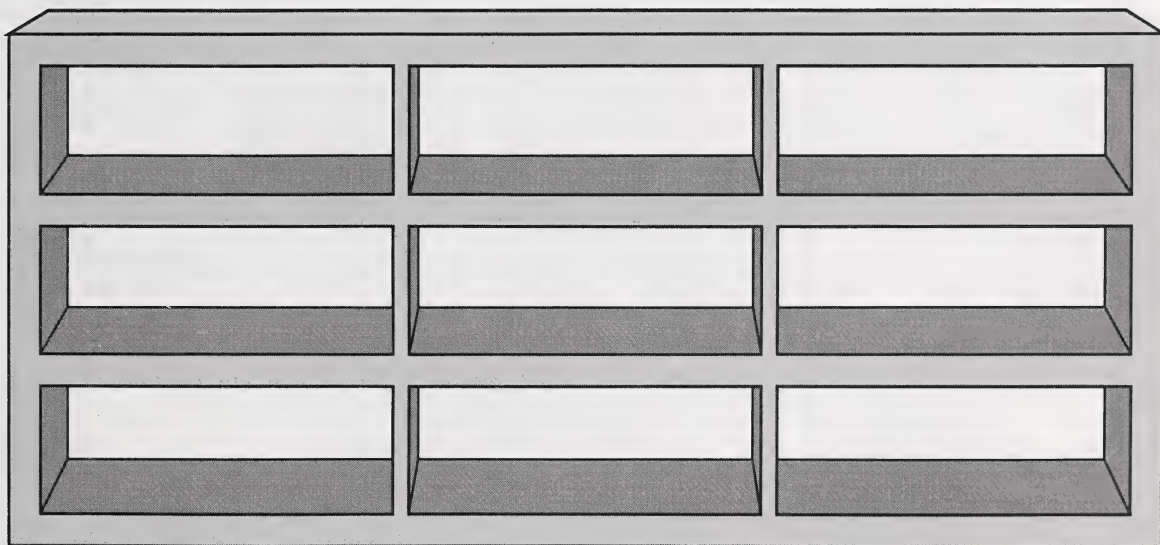
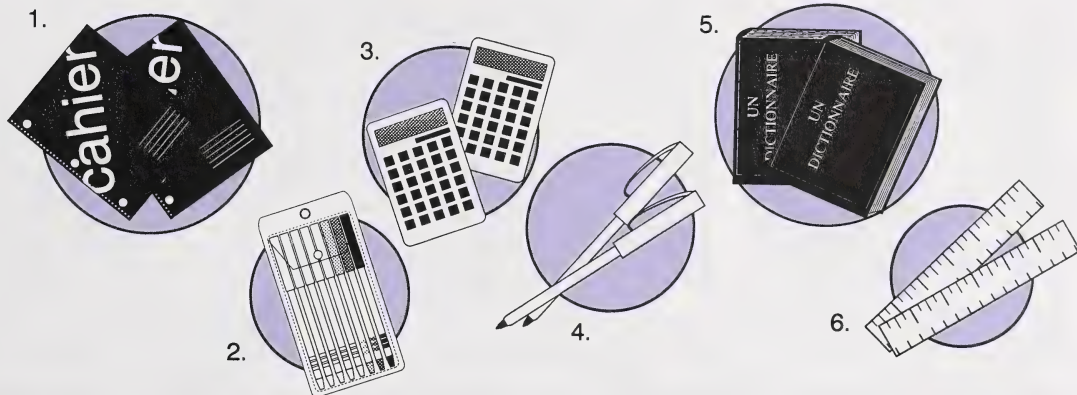
1.  la neige _____	2.  un saphir _____	3.  le chocolat _____
4.  un castor _____	5.  une banane _____	6.  une grenouille _____
7.  une carotte _____	8.  une souris _____	9.  un disque _____
10.  une pomme _____	11.  une prune _____	12.  le drapeau canadien _____ et _____

Check your answers in the Appendix, Section 2: Enrichment 1.



Enrichment 2

On the audiocassette, your teacher will tell you where to put various classroom items for storage. Write the names of the objects in the appropriate places on the shelf, as you are instructed on tape segment 138.



Check your answers in the Appendix, Section 2: Enrichment 2.

Enrichment 3

You can be a detective by following the arrow keys to uncover the names of different classroom items. Once you have discovered the word, write it beside the corresponding picture. The first one is done for you as an example.

CRASE

1. **C** /R/A→I\E
2. **T** ↓ → ↑ →
3. **B** ↓ → ↑ →
4. **C** / / ↑ / →
5. **S** → ↓ → ↑
6. **L** ↓ / \ →
7. **C** → \ ↑ → ↓
8. **P** ↓ ↑ → ↓ / →
9. **P** → ↑ / ↓
10. **G** ↓ / → →
11. **R** / ↓ → →

Check your answers in the Appendix, Section 2: Enrichment 3.


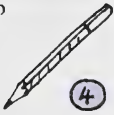

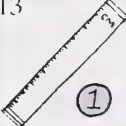




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Enrichment 4



This is an activity you might want to try if you can find a partner. Here is a grid for you and one can be found in the Appendix for your partner.

Your partner has a grid like yours, but the objects are hidden in different squares. Take turns saying numbers to each other. If your partner hits a square with an object in it you must say, *C'est ...* and the name of the object in the square. Then your partner scores the number of points that the object is worth. If your partner hits upon a square with no object, you simply say **non**.

1	2	3  ③	4	5
6  ④	7	8	9	10
11  ⑧	12	13  ①	14	15
16  ⑥	17	18	19  ②	20
21	22	23  ⑤	24	25  ⑦

1

Check your answers in the Appendix, Section 2: Enrichment 4.

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Enrichment 6

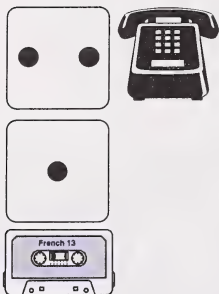
Do you like going to the dentist? See how Victor handles his visit in the following episode. Then answer the questions, circling **V** for **vrai** (true) or **F** for **faux** (false) to indicate whether each statement is correct or not.



- V F** 1. The dentist asks Victor his name.
V F 2. Victor says he is feeling very well.
V F 3. The dentist counts Victor's teeth.
V F 4. The dentist tells Victor to sit down when he is pulling out the tooth.
V F 5. The tooth which the dentist pulls out is 15 millimetres long.

Check your answers in the Appendix, Section 2: Enrichment 7.

Enrichment 7



Pretend to be each of the following people. Your partner or distance-learning teacher will ask you your name and where you live. Give him or her the information requested, not forgetting to spell your last name to help him or her out. If you don't have a partner, use tape segment 139.

- | | |
|---------------------|------------|
| 1. Dominique Moreau | Dijon |
| 2. Jean-Luc Pêcheur | Grenoble |
| 3. Nabila Edjélé | Lille |
| 4. François Vogel | Strasbourg |
| 5. Valérie Coutard | Marseille |
| 6. Mathieu Renoir | Paris |

1

Check your answers by listening to tape segment 140.

Conclusion

In Section 2 you opened the door to your French classroom and there you learned many words that describe items that you need or use daily in your classroom activities. You learned how to spell in French and how to follow some basic commands in a classroom setting. Section 3 will take you into the corridor to explore the rest of your school and the subjects that are offered in it.

Now turn to your Assignment Booklet for Module 1
and complete the assignment for Section 2.

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Section

3

Les classes (The Classes)



In this section you will explore French outside the classroom. You will learn how to name various rooms in the school and to talk about the subjects and French programs that are taught there. That way if you bump into any Francophone exchange students you will be able to help them find their way around. You will also be able to talk to them about your own experiences at school.

Activity 1: Les salles de classe (The Classrooms)

1.1

Do you know what a peer support program is? In many Alberta schools, peer support students help others and their school in a variety of ways. Think of several ways a peer student would be able to assist other students. List some of your ideas here.

You left **la salle de classe de français** after Section 2 and now you're going to go out and meet a new student at your school: Michelle Thibault **qui habite à St. Félicien, au nord du Québec**. In fact, last night you looked at your map of Canada to see just where St. Félicien is located. Did you notice that it is north of Lac St. Jean? What do you think would be the major industry in that area?

If you guessed **l'industrie forestière**, you're right! Perhaps meeting and getting to know Michelle will give you an opportunity to find out more about Québec.



Michelle is meeting you in the school **foyer**. This is a word that has similar meaning and pronunciation in English and French.

The foyer is the common area just inside **l'entrée** or the *main entrance*..

1.2



La voilà! There she is! Now you can practise what you have learned about introductions in Section 1. If you're working with a partner, do the following activity together as an oral exchange. Your partner can be Michelle. If you're working on your own, complete the dialogue by filling in the blanks or saying the missing information out loud.



_____, Michelle! Je _____
_____. Comment _____?



Bonjour. _____,
merci. Et _____?



Ça va bien, merci.

Check your answers in the Appendix, Section 3: Activity 1.2.

Bon! Continue!

After talking for a few minutes and sharing your thoughts with Michelle about your role as a peer support person, you both agree that it would be helpful for her to **faire un tour** of the school to see where various classrooms, offices, and other rooms are located. It will also give Michelle an important opportunity to meet people as you move about the school.

First, Michelle will need a map, so it's a good idea to go to *the main office* – **au bureau central**, where you can pick one up. **Voilà Mme Nadeau, la directrice**. The principal is an important person to know in the school, don't you agree?

1.3

Complete the dialogue in the following speech bubbles as you greet Mme Nadeau and she greets you back. She then asks how you are and who is with you.

_____, Mme Nadeau.

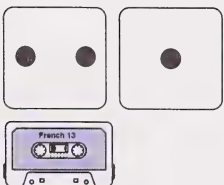
_____. Comment
_____?

_____, merci,
Madame.

_____?

C'est Michelle Thibault, une
étudiante du Québec.

Bienvenue,
Michelle.



Practise the dialogue out loud by yourself or with a partner.

Check your responses on tape segment 141 or in the Appendix, Section 3: Activity 1.3.

Now it's time to get the floor plan and show Michelle where things are in the school. Before you can do this, you need to learn the names for various places in a typical *lycée* or *high school*.

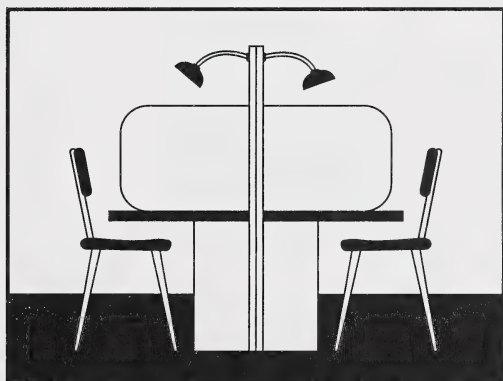
Did you know that the Québécois equivalent of a *composite high school* is a **polyvalente**? Michelle has told you that **la polyvalente** in St. Félicien has a swimming pool. Not bad, eh? **Oh lá lá!**

1.4

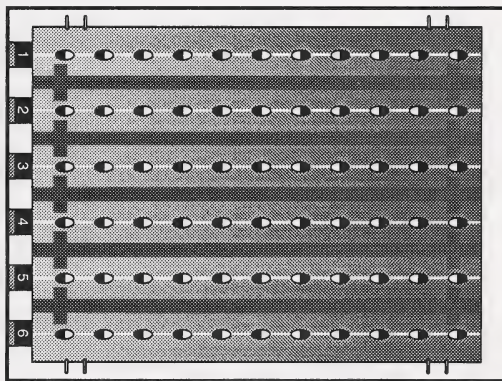


Michelle has brought some pictures from her school. Look at the pictures which follow and listen to tape segment 142 as Michelle identifies each in French.

Qu'est-ce que c'est?



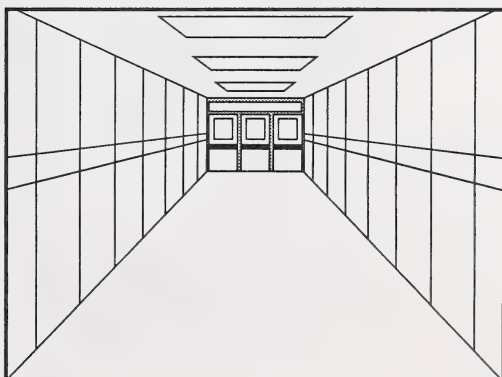
C'est une salle d'étude.



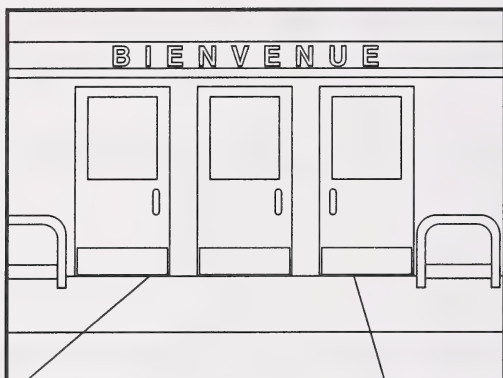
C'est une piscine.



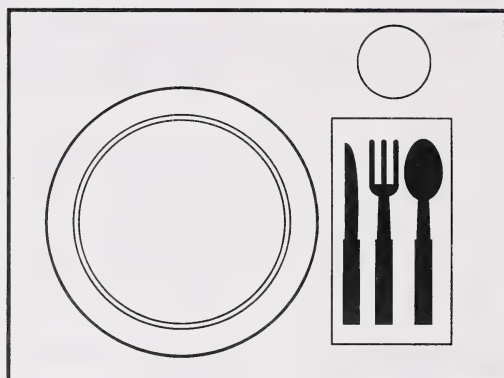
C'est une toilette.



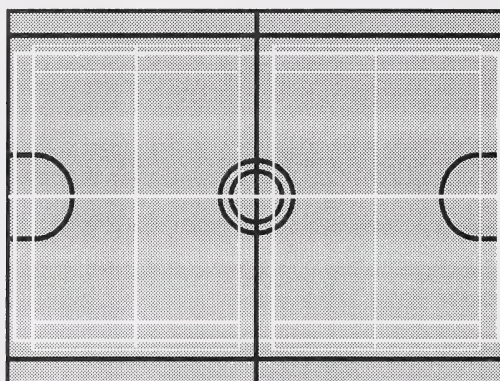
C'est un couloir.



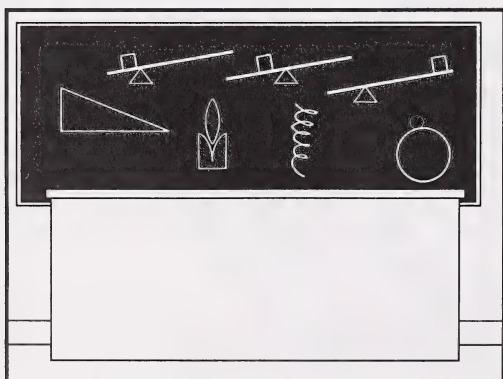
C'est un foyer.



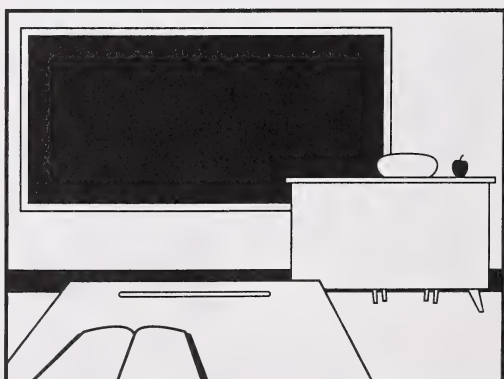
C'est une caf  teria.



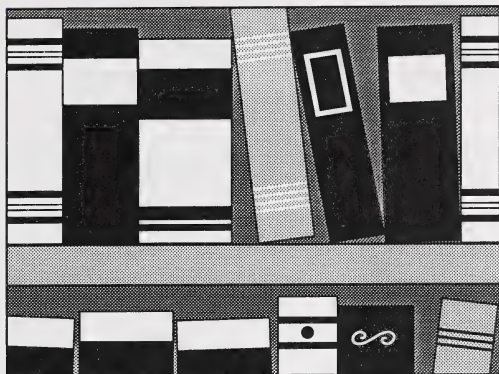
C'est un gymnase.



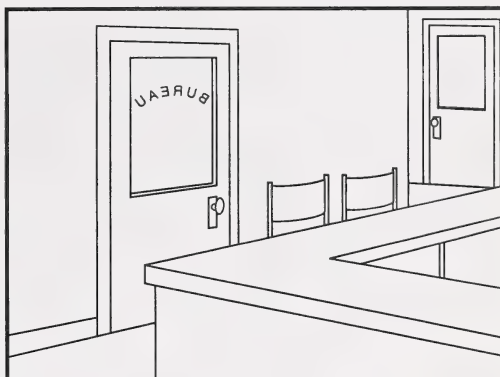
C'est un laboratoire ou c'est un labo.



C'est une salle de classe.



C'est une bibliothèque.



C'est un bureau.

1.5

Michelle shows you the pictures again. This time you have to answer the question **Qu'est-ce que c'est?** *What is this?* Did you notice that you start the answer with **C'est** just like you do with the question **Qui est-ce?**

To make sure you know how to say the words, you can work with a partner. Cover up the answers in the previous activity and ask each other which area each picture represents. If you are working on your own, cover up the answers and do this as a question-response activity using tape segment 143.

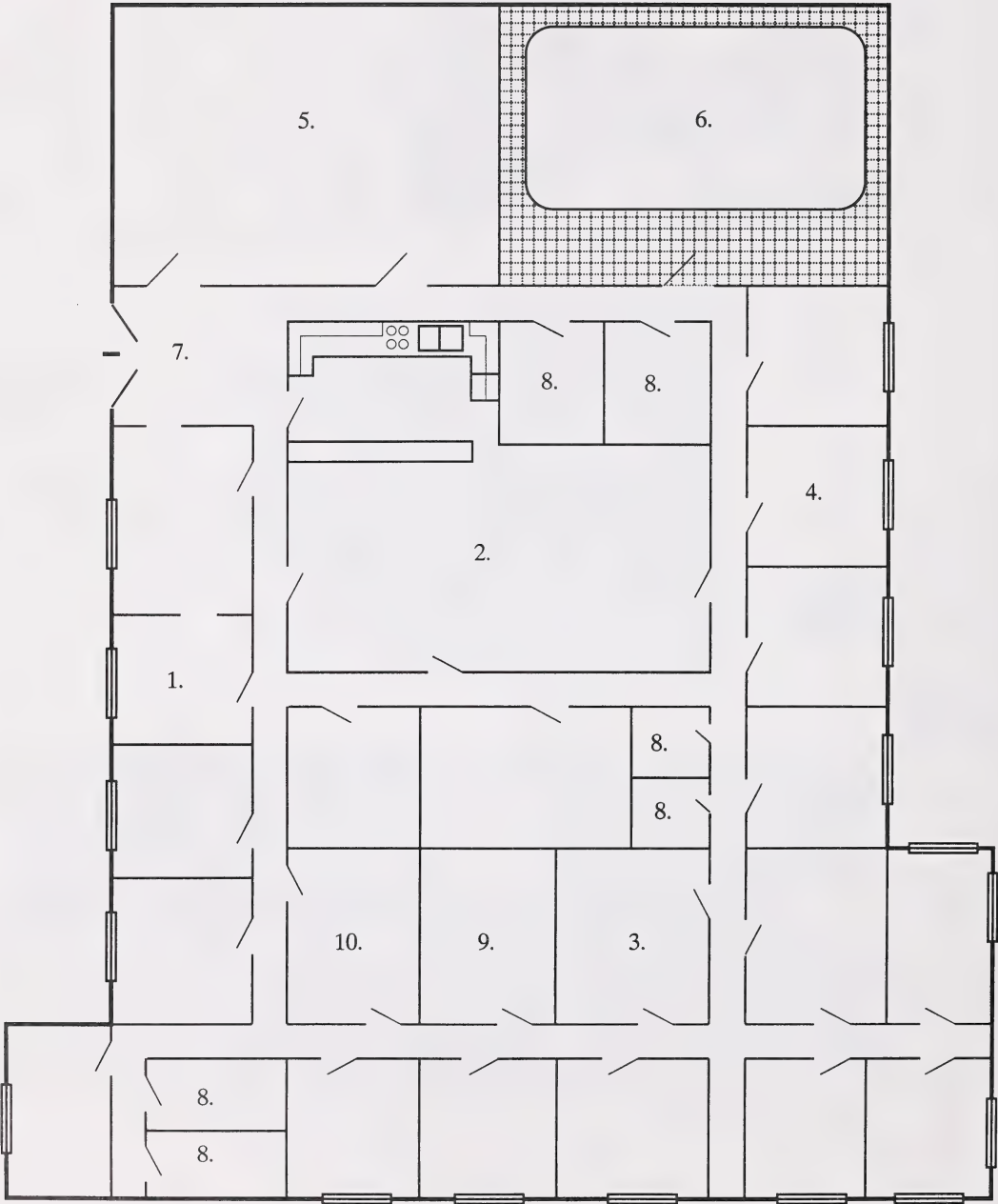
Check your responses on tape segment 143.

Also notice how the gender of each room is indicated by **un** (masculine) or **une** (feminine). **Un** and **une** are equivalent to the English word *a*. **Le**, **la**, and **les** are articles often used to name objects or places. They are the equivalent of *the* in English. Have a look at the following chart.

	masculin	féminin	plural	in front of a vowel
article	le	la	les	l'
exemple	le labo	la piscine	les salles de classe	l'amphi

1.6

Bon! Now you are ready to help Michelle find her way around l'école. For this activity you need the following floor plan.





On tape segment 144, Michelle will ask you what each of the different numbered rooms is. The question she asks is **Qu'est-ce que c'est?** When you answer her, begin with **C'est...** then write the name of the room. Say the word out loud as you write it down.

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Check your answers in the Appendix, Section 3: Activity 1.6.

While you and Michelle are going over **le plan du lycée**, M. Papineau, the vice-principal, passes by and greets you. You use this opportunity to introduce him to Michelle.



When you introduced Michelle to M. Papineau you had to remember how to tell if someone comes from the city of Quebec, or the province of Quebec. Did you get it right?

If this is what you said, yes, you did. People who come from the city of Quebec will say **Je suis de Québec**. People coming from the province of Quebec but not specifically from the city say **Je suis du Québec**.

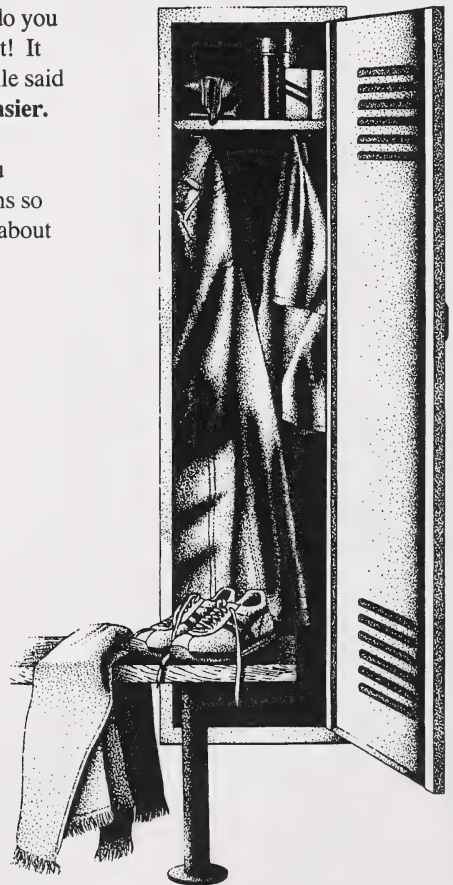
Now that Michelle has a basic idea of the school's layout, you are going to take her to her locker, where she can put her things away and get ready for her classes. The French word for locker is **un casier**. You need to know her locker number so you ask, **Quel est le numéro de ton casier?**

C'est le 28, replies Michelle. **C'est dans la section bleue**.

When you get there, Michelle says **Le voici!**

Voilà means *there is* or *there are*. What do you think **voici** means? _____ Right! It means *here is* or *here are*, so what Michelle said was, *Here it is!* when you arrived at her **casier**.

After Michelle has put her stuff away, you decide to take her to the various classrooms so she can meet all the teachers and find out about the subjects she's taking.



Activity 2: Les matières (Subjects)

2.1



You have asked your friend George to help you get Michelle acquainted with the faculty. As you look through the school handbook with them both, Michelle asks who each teacher is. On tape segment 145, George tells her. As you hear George's brief description of each teacher, match the name with what he or she does.

Michelle: Qui est-ce?

1.



M. Tremblay

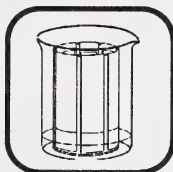


la psychologie,
la vie et la
carrière

2.



Mme Savoie-Boychuk



la chimie

3.



Mlle Lee



l'éducation
physique

4.



M. Robertson



le français
langue
seconde

5.



Mlle Frisson

la
dactylographie

6.



M. Singh

la musique/l'art
dramatique

7.



Mme Forestier

le français
immersion

8.



Mme Arsenault



l'allemand

9.



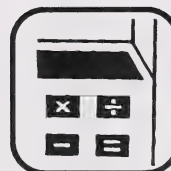
M. Saumer

la
bibliothécaire

10.



Mlle Cormie



les maths

11.



Mme Pelletier



l'informatique

12.



M. Potvin

les études
sociales

13.



M. Klak



la physique

14.



Mme Bourassa



l'anglais

15.



Mme Schmidt



la biologie

Check your answers in the Appendix, Section 3: Activity 2.1.

After George finishes introducing the teachers, Michelle asks you if there are courses in religion and economics. Did you know that these are compulsory subjects in the public schools in Quebec?

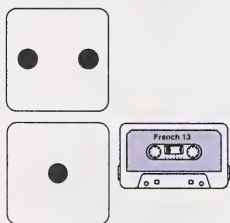
Michelle also asks you questions about the French programmes in Alberta. What do you know about them?

There are three types of French programmes in Alberta schools:

- Francophone schools are those where French is the language of instruction. All subjects except English are taught in French. These schools are designed to accommodate people whose first language is French.
- Immersion programmes are those where some regular subjects are taught in French. These programs are designed to help students whose first language is not French to become bilingual or at least maintain a certain level of proficiency.
- The third type of programme, French as a Second Language (CORE), is what you are studying. These programs are designed to give students who aren't native French speakers a working knowledge of the language.

Michelle surprises you when she tells you that at St. Félicien she's had to take English as a compulsory subject since Grade 4.

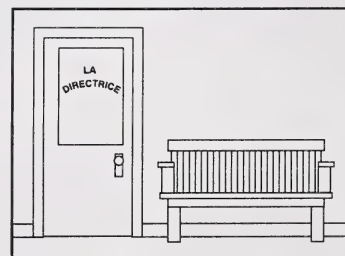
2.2.



To make sure Michelle knows all the teachers and the rooms where she can find them, you are going to ask her if she can locate each of the people listed. If you have a partner to work with, do this activity together. If you are working on your own, tape segment 146 will ask you the question and you can then respond. The first one is done for you as an example.

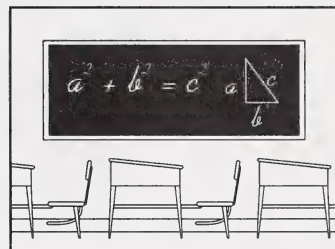
1. Q: Où est la directrice, Mme Nadeau?

R: *Mme Nadeau est dans le bureau de la directrice.*



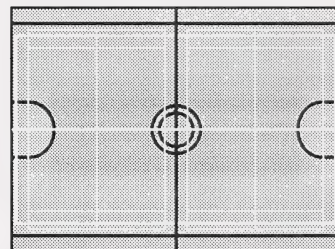
2. Q: Où est Mlle Lee?

R: Mlle Lee est dans _____



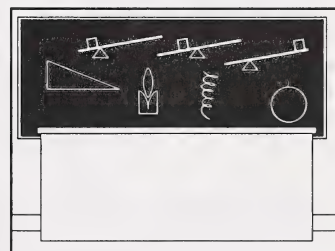
3. Q: Où est M. Singh?

R: M. Singh est dans _____



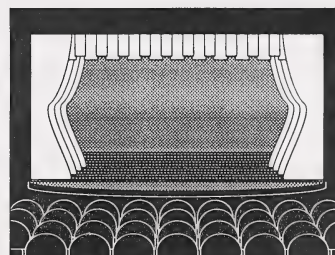
4. Q: Où est M. Saumer?

R: M. Saumer est dans _____



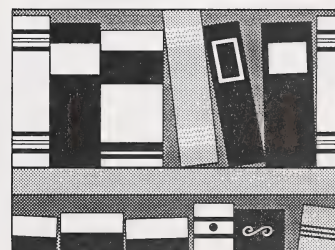
5. Q: Où est M. Klak?

R: M. Klak est dans _____



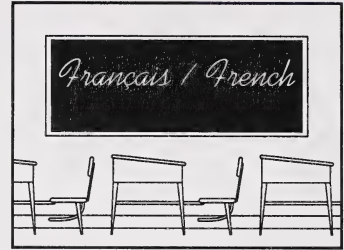
6. Q: Où est Mlle Frisson?

R: Mlle Frisson est dans _____



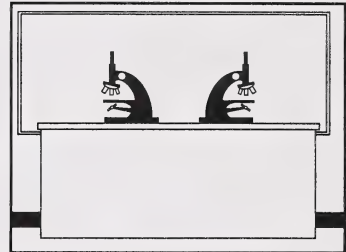
7. Q: Où est Mme Arsenault?

R: Mme Arsenault est dans _____



8. Q: Où est Mme Forestier?

R: Mme Forestier est dans _____



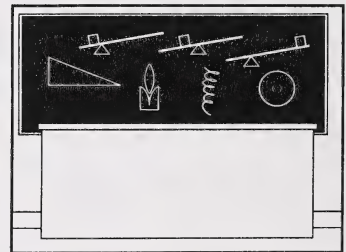
9. Q: Où est M. Papineau?

R: M. Papineau est dans _____



10. Q: Où est M. Potvin?

R: M. Potvin est dans _____



Check your oral responses on tape segment 147. Check your written answers in the Appendix, Section 3: Activity 2.2.

What do you think **dans** means? _____ Right. It means *in*.

2.3

While you and Michelle are discussing subjects and classrooms, one of your classmates, Paul, passes by. You introduce them. Paul wants to know more about Michelle so he asks her about her grade level and the subjects she will be studying. He also wants her phone number so they can discuss Quebec in greater detail!

Listen to the conversation between Paul and Michelle on tape segment 148.

Listen as often as you like. Then answer the following question.

Quelles matières a Michelle?

Michelle fait _____

Paul is surprised to hear that, unlike many grade eleven students in Alberta, Michelle has no **période libre**. Michelle says that for her a full program is normal because Québécois students do not get spares.

2.4

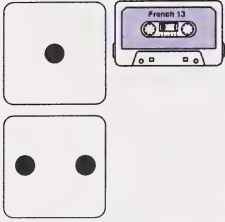
While Paul and Michelle are talking, a group of students joins in and begins exchanging information with each other. Read the sentences which follow. If the courses listed in these sentences correspond with what you hear on tape segment 149, circle **V** for **vrai** (*true*). If they do not correspond with what you hear on tape, circle **F** for **faux** (*false*). The order of the courses may vary.

- V F** 1. Sylvie fait des maths, de la psychologie, et de la physique.
- V F** 2. Pierre fait de l'informatique, de la musique, et de l'éducation physique.
- V F** 3. Anne-Marie fait de l'art dramatique, de la psychologie, et de la dactylographie.
- V F** 4. Alain fait des maths, de la psychologie, l'anglais, et de l'allemand.
- V F** 5. Josette fait de la biologie, de l'anglais, des études sociales, et de la chimie.

Check your answers in the Appendix, Section 3: Activity 2.4.



2.5

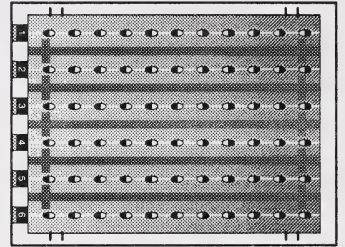
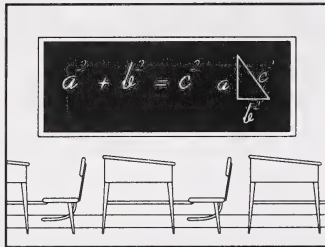


All of you are ready to go to your next class. Where is everyone going? Use the picture cues that follow to tell what each person will be studying in the next class. You can work with tape segment 150 or with a partner. The question and response for the first one are shown for you here:

1. Q: Qu'est-ce que tu fais, Marcel?

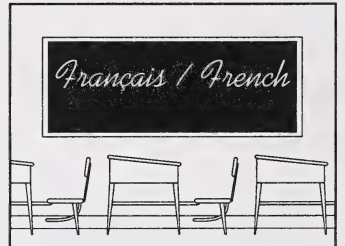
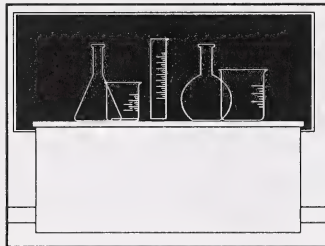
2. René

R: *Je fais des maths.*



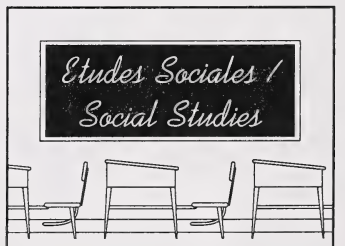
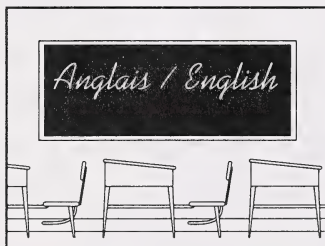
3. Anne-Marie

4. Paul

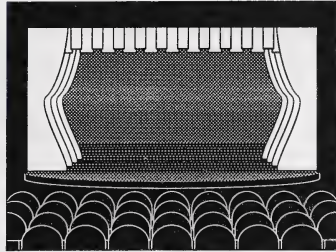


5. Nicole

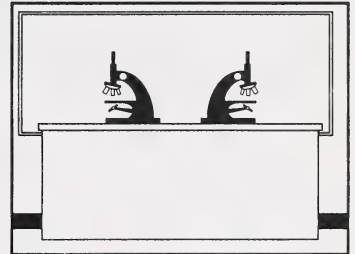
6. Alain



7. Pierre



8. Josette



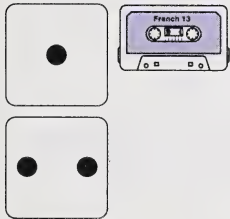
Check your answers on tape segment 150.

Congratulations! You and Michelle have finished your orientation and are now ready to go to your next class. **Bonjour!**

Follow-up Activities

If you had difficulties with the activities in this section, it is recommended that you do the Extra Help. If you have a clear understanding of the concepts and had few difficulties with the activities, it is recommended that you do the Enrichment. You may do both if you choose.

Extra Help 1

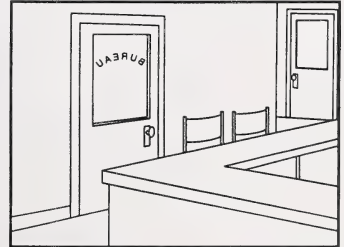


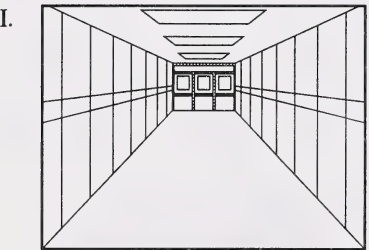
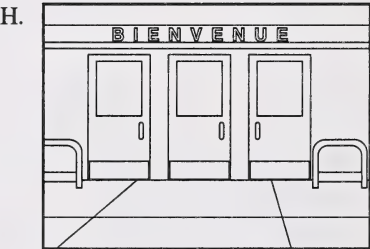
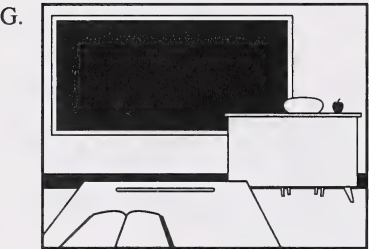
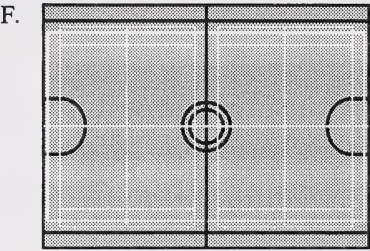
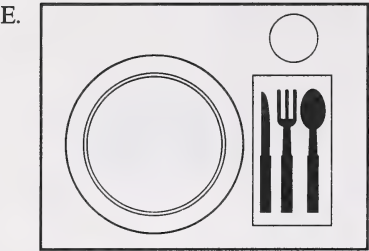
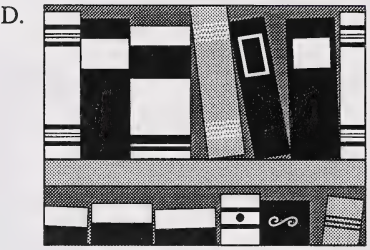
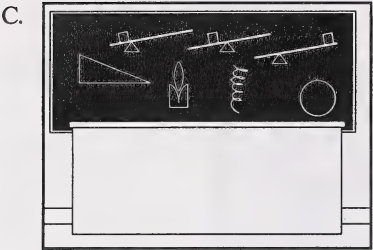
You need to find out where some of your school friends are so that you can arrange an outing on the weekend with them. If you are working alone, listen to tape segment 151. Next to the corresponding number, write the letter of the picture that tells you where each student is located. The first one is done for you. If you have a partner to work with, do this as a question-answer exercise and then use the Appendix to check your responses.

A.



B.





- | | |
|-------------|----------|
| 1. <u>D</u> | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | |

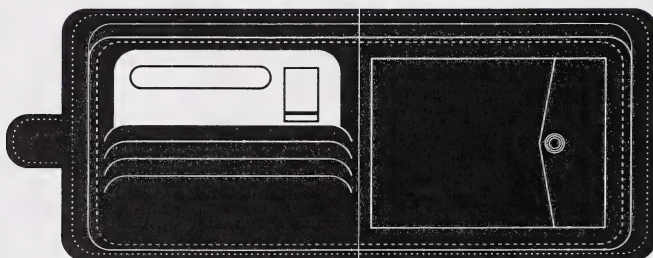
Check your answers in the Appendix, Section 3: Extra Help 1.

Extra Help 3

You must fill in your school identification card. Using your own personal experience or your imagination, fill out the ID card that follows. (You may not wish to use your own personal data, especially telephone number.)

L'école:	_____
	19 ____ – 19 ____
Nom:	_____
Adresse:	_____ _____
Niveau:	_____
Age:	_____
Numéro de téléphone:	_____
Numéro de casier:	_____
Signature de l'étudiante:	_____

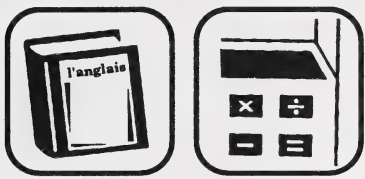
Check the example provided in the Appendix, Section 3: Extra Help 3 .



Extra Help 4

Michelle is asking you and your friends what subjects you are studying. Listen to each person's name on tape segment 152 and answer Michelle as if you were that person. To answer the question *Qu'est-ce que tu fais?*, you will need to use the pictures that go with each name.

1. René



2. Anne-Marie



3. Marc



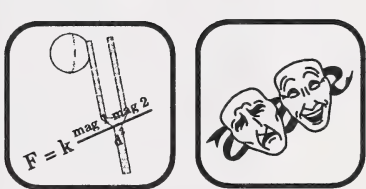
4. Paul



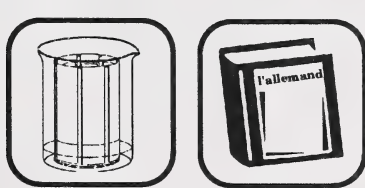
5. Josette



6. Catherine



7. Philippe



8. Nicole



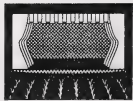
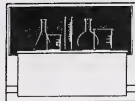
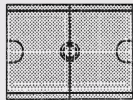
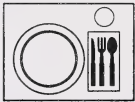
Check your answers at the end of tape segment 152.

Enrichment 1



As you listen to tape segment 153, draw lines connecting the people to the locations where they are studying or working.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.



Check your answer in the Appendix, Section 3: Enrichment 1.

Enrichment 2

You are participating in a contest to see how many school-related words you can find in the following wordsearch. So get out your watch and see how many words you can circle in a ten-minute period. **Bonne chance!**

L'école

These are the fifteen hidden words:

BIBLIOTHÈQUE	SALLE DE CLASSE	SOUS-DIRECTEUR	LABORATOIRE
PROFESSEUR	DIRECTRICE	SECRÉTAIRE	DIRECTEUR
CAFÉTÉRIA	TOILETTE	COULOIR	GYMNASE
BUREAU	FOYER	ÉCOLE	

U T I P M X O D R C V D L N O F R V W W I
N I C U O D H T G R I Z C M M H X T X N K
H W Q I T Z X D X U I O N B C S V O Y N S
O V B A B G D I B E I M T I J G T I E T L
G N H C N Z D R C T C X U B J E K L J O V
C Q Y G D R P E L C M D R L W L W E D S H
K R D R L A R C T E T X X I Q U S T U E I
Y C Q E C B U T O R O B T O Z P G T P C Q
G L G Y H C N E L I I I W T Q Q E E R I O
F A Y O A U Q U O D M D T H X I Y I O R N
Z B M F Z N Z R N - Q Y A E A N A C F T E
U O N S O E W S C S C Y I Q U A I E E C K
E R A X X X X B P O R T E U T A R V S E U
X A S L I Q Q T E U D M T E E N E B S R Q
Q T E X X I B N U S W G R J L T T R E I Q
H O N H A H D R G S T V J B V D E X U D G
H I C H L R A J W Y G B D G G M F N R B C
O R S E C R E T A I R E E C W F A O Z G D
V E I G I V A K K J C Y O X C R C M Y S T
E S S A L C E D E L L A S E L O C E V
L V R I O L U O C V S V S J P O L O I A P

If there are words here you do not understand, take the time to look them up in your dictionary.

Check your answers in the Appendix, Section 3: Enrichment 2.

Enrichment 3



You are conducting **un sondage** (*a survey*) to see how Sophie, Jean, Patrick, and Katya feel about the subjects they're taking at school. Open your text to page 52 and do questions 7 and 8 using tape segment 154. Write their names in the squares that best illustrate their attitude toward each subject.

	j'adore	j'aime	bof!	je n'aime pas	je déteste
les maths					
la musique					
l'anglais					
le français					
la géographie					

Check your answers in the Appendix, Section 3: Enrichment 3.

¹ Mary Glasgow Publications for the chart from *Arc-en-ciel 1 Teacher's Book* written by Ann Miller and Liz Roselman. Reprinted by permission of Mary Glasgow Publications, London, U.K.

Enrichment 4



You are trying to find out what subjects some of your classmates are studying. You decide to ask your friend, Marie, who seems to know everything about everybody. With a partner or your distance-learning teacher, create some dialogues based on the pictures that follow. They indicate which subjects each student is studying. Listen to the dialogue on tape segment 155 and use it as an example for the rest of the dialogues that you create.

A: *Sandy fait de la physique?*

B: *Non, Sandy fait du dessin.*

1. Sandy



2. Tanya



3. Marie-Thérèse



4. Charles



5. Blanche



6. Paul



Now listen to tape segment 156. Each of the previous students will indicate which subjects they like and which ones they dislike. Put an **X** through the graphics of the subjects that each student dislikes.

Check your answers in the Appendix, Section 3: Enrichment 4.

Conclusion



All's well that ends well!

This section brought you into a school to meet people, to learn the names of rooms you normally use during school activities, and to learn how to talk about school subjects and your teachers. In this module you used *inference*; that is, you determined the meaning of a word from its context. This is an important language skill, even in your own language.


Now turn to your Assignment Booklet for Module 1
and complete the assignment for Section 3.

MODULE SUMMARY

Getting to know other people and being able to exchange some basic information about each other using a second language can be a very rewarding experience. In this module you learned to talk about who you are, where you live, and what you do at school or what you might do if you attended one. You started using some important language learning tools such as the use of *cognates* (words that look and mean the same in both languages) and *inference* (guessing the meaning from context). You also learned some very useful questions such as **Qui est-ce?** and **Qu'est-ce que c'est?** With the help of these two questions you can ask how to say many different things in French. Now you are ready to move on to the next module. **Bonne chance!**

Now turn to your Assignment Booklet and complete
the final module assignment for Module 1.

Appendix

	Glossary
	Activities
	Extra Help
	Enrichment

Glossary

À demain!	• See you tomorrow!
adorer	• to love/adore
une affiche	• a poster
j'ai	• I have
aimer	• to like
l'allemand	• German
aller	• to go
l'amphithéâtre	• amphitheatre
l'anglais	• English
l'année	• the year/grade
s'appeler	• to be named
l'art dramatique	• drama
les arts industriels	• industrial education
au (à+le)	• to the/at the
au-dessous de	• below
au-dessus de	• above
avoir besoin de	• to need/to have need of
en bas	• below/on the bottom
un bâton de colle	• a glue stick
un besoin	• a need
une bibliothèque	• a library
la bibliothécaire	• librarian

bien	<ul style="list-style-type: none">• okay
la biologie	<ul style="list-style-type: none">• biology
un bloc-notes	<ul style="list-style-type: none">• a notepad
Bon travail!	<ul style="list-style-type: none">• Good work!
Bonne chance!	<ul style="list-style-type: none">• Good luck!
un bureau	<ul style="list-style-type: none">• an office desk/office
c'est	<ul style="list-style-type: none">• it's
un calendrier	<ul style="list-style-type: none">• a calendar
la carrière et vie	<ul style="list-style-type: none">• C.A.L.M.
au centre de	<ul style="list-style-type: none">• in the centre
la chimie	<ul style="list-style-type: none">• chemistry
des ciseaux	<ul style="list-style-type: none">• scissors
comme ci, comme ça	<ul style="list-style-type: none">• so, so
un correcteur	<ul style="list-style-type: none">• liquid paper
à côté de	<ul style="list-style-type: none">• beside
un couloir	<ul style="list-style-type: none">• a hallway
la dactylographie	<ul style="list-style-type: none">• typing
dans	<ul style="list-style-type: none">• in
derrière	<ul style="list-style-type: none">• behind
devant	<ul style="list-style-type: none">• in front of
un dictionnaire	<ul style="list-style-type: none">• a dictionary
un directeur	<ul style="list-style-type: none">• a principal (male)
un directeur-adjoint	<ul style="list-style-type: none">• a vice-principal (male)

une directrice	• a principal (female)
une directrice-adjointe	• a vice-principal (female)
Je dois filer.	• I have to run.
un dossier	• a file folder
à droite	• on the right-hand side
du (de+le)	• of the/from the
l'éducation physique	• physical education
un(e) élève	• a student
enseigner	• to teach
entre	• between
une entrée	• an entrance
épeler	• to spell
être	• to be
les études sociales	• social studies
un(e) étudiant(e)	• a student
excusez-moi	• excuse me
faire	• to do/to make
Félicitations!	• Congratulations!
une fenêtre	• a window
des feuilles	• loose-leaf pages
une fleur	• a flower
un foyer	• a lobby/foyer
le français	• French

le français immersion	<ul style="list-style-type: none">• French immersion
à gauche	<ul style="list-style-type: none">• on the left-hand side
une gomme	<ul style="list-style-type: none">• an eraser
un gymnase	<ul style="list-style-type: none">• a gymnasium
habiter	<ul style="list-style-type: none">• to live (in)
en haut	<ul style="list-style-type: none">• up above/on the top
une horloge	<ul style="list-style-type: none">• a clock
il y a	<ul style="list-style-type: none">• there is/there are
l'informatique	<ul style="list-style-type: none">• computer class
le journal	<ul style="list-style-type: none">• the newspaper
le labo	<ul style="list-style-type: none">• the lab
un laboratoire	<ul style="list-style-type: none">• a laboratory
une langue seconde	<ul style="list-style-type: none">• a second language
un livre de français	<ul style="list-style-type: none">• a French book
un magnétophone	<ul style="list-style-type: none">• a tape recorder
les mathématiques	<ul style="list-style-type: none">• mathematics
les maths	<ul style="list-style-type: none">• math
une matière	<ul style="list-style-type: none">• a subject
mon/ma/mes	<ul style="list-style-type: none">• my
mettre	<ul style="list-style-type: none">• to put
la musique	<ul style="list-style-type: none">• music
le niveau	<ul style="list-style-type: none">• the level
la physique	<ul style="list-style-type: none">• physics

une piscine	• a swimming pool
une poubelle	• a garbage can
pour	• for/in order to
un prof/professeur	• a teacher/professor
la psychologie	• psychology
un pupitre	• a student's desk
un rapporteur	• a reporter
la rentrée	• first day of the school year
s'il vous plaît	• please
un sac	• a bag
une salle d'étude	• a study room
une salle de classe	• a classroom
une secrétaire	• a secretary
un sondage	• a survey
sous	• under/below
le sous-directeur	• vice-principal (in France)
sur	• on
une table	• a table
un tableau	• a chalk board
une toilette	• a washroom/toilet
une trousse	• a case
je vais bien	• I'm doing fine

Question words

comment	• how
est-ce que	• is it that ... (converts sentences to questions)
où	• where
pourquoi	• why
quel/quelle	• what
qui	• who
quand	• when

Verbs

French verbs have two parts, the **stem** and the **ending**. For verbs that follow a regular pattern, the **stem** usually consists of the **infinitive** minus the **-er**, **-ir**, or **-re** ending. The ending depends on the **subject** and the **verb pattern**.

Some of the most useful verbs break away from the established patterns. This is the case of **avoir**, **être**, **aller**, and **faire**. They are called **irregular** verbs.

avoir (to have)	être (to be)	aller (to go)	faire (to do/to make)
j'ai	je suis	je vais	je fais
tu as	tu es	tu vas	tu fais
il a	il est	il va	il fait
elle a	elle est	elle va	elle fait
on a	on est	on va	on fait
nous avons	nous sommes	nous allons	nous faisons
vous avez	vous êtes	vous allez	vous faites
ils ont	ils sont	ils vont	ils font
elles ont	elles sont	elles vont	elles font

Note that to say **ils ont** and **elles ont** you use a z sound, but to say **ils sont** and **elles sont** you use an s sound.

The verbs **aimer**, **adorer**, **enseigner** and **habiter** all follow the pattern shown on page 65 of the textbook. Memorize that pattern, because most verbs follow it. Here an example is given for you.

aimer
(to like)
j'aime
tu aimes
il aime
elle aime
on aime
nous aimons
vous aimez
ils aiment
elles aiment

The **-ent** ending on plural verbs, and the endings **-e** and **-es** are silent, so are final consonants such as *t*.

S'appeler and **épeler** alter the pattern by doubling the *l* whenever there is a silent *e* in the verb ending. **S'appeler** also has a word (a reflexive pronoun) between the subject and verb.

s'appeler
(to be named/called)
je m'appelle
tu t'appelles
il s'appelle
elle s'appelle
on s'appelle
nous nous appelons
vous vous appelez
ils s'appellent
elles s'appellent

Possession

Possessive adjectives agree in gender (masculine or feminine) and number (singular or plural) with the nouns they introduce. Unlike English, they don't agree with the gender of the person possessing.

	Masculin	Feminin	Pluriel	
je	mon	ma	mes	<i>my</i>
tu	ton	ta	tes	<i>your</i>
il	son	sa	ses	<i>his</i>
elle	son	sa	ses	<i>her</i>
on	son	sa	ses	<i>one's</i>
nous	notre	notre	nos	<i>our</i>
vous	votre	votre	vos	<i>your</i>
ils	leur	leur	leurs	<i>their</i>
elles	leur	leur	leurs	<i>their</i>

Exemple: **André parle à sa soeur.**

Note that **sa** agrees in gender with the word it modifies (**soeur**). The only exception is that **mon**, **ton**, and **son** replace **ma**, **ta**, and **sa** before feminine words beginning with a vowel sound.

Suggested Answers

Section 1: Activity 1

1.1

1. Salut!
2. Bonjour!
3. Bonjour, Madame.
4. Bonjour, Monsieur.
5. Bonjour, Mademoiselle.
6. Salut!

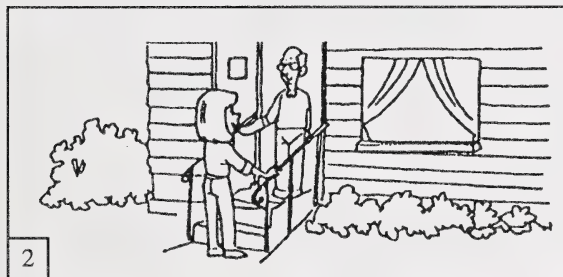
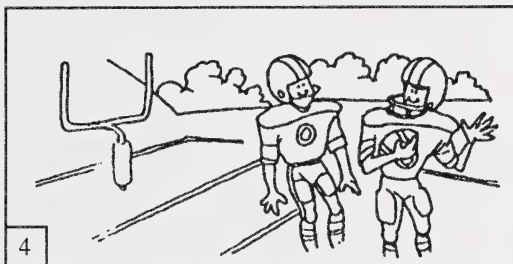
1.2

1. Salut!
2.
 - Je m'appelle Sarah.
 - Je suis Katya.
 - Je suis Jean.
3. Comment t'appelles-tu?

1.3

The **u** should be underlined in each occurrence of the words **tu**, **salut**, **bu**, and **unique**.

1.4



1.5

This is answered in tape segment 105.

1.6

The replies are presented here in order:

- Salut, Marie.
- Salut, François.
- Bonjour, Monsieur.
- Bonjour, Madame.

¹ Alberta Education for the excerpt from *Français 10: Télé-classe*. Reprinted by permission of Alberta Education, Edmonton, Alberta.

Section 1: Activity 2

2.1

This activity is answered in the section itself.

2.2

These are the three ways of asking in French how someone is:

- Comment vas-tu?
- Comment allez-vous?
- Ça va?

2.3

1. You would use **tu** when you talk to a friend, a child, a member of your family, an animal, or anyone in a casual situation.
2. **Vous** is used in formal situations or when speaking to a group. You use it to address people you don't know or adults to whom you are showing respect.

2.4

1. Comment allez-vous?
2. Comment allez-vous?
3. She would probably use **Comment vas-tu?** to an individual child. To sound more formal or to address all the children, she would use **Comment allez-vous?**
4. Comment vas-tu? or Ça va?

2.5

2 Comme ci, comme ça, merci.3 Ça va bien, merci.5,8 Très bien, merci.9 Bof!1 Je vais très bien, merci.7 Ça ne va pas bien, merci.6 Pas bien, merci.4 Ça va mal.

2.6

1. a. The first two statements for each dialogue may be in either order.

i.

– Salut, Sylvie.
 – Salut, Marc.
 – Comment vas-tu?
 – Bof! Et toi?

ii.

– Bonsoir, Madame de Clichy.
 – Bonsoir, Monsieur de Passy.
 – Comment allez-vous?
 – Très bien, merci. Et vous?

b. i. This dialogue is spoken by Sylvie and Marc.

ii. This dialogue is spoken by Madame de Clichy and Monsieur de Passy.

Section 1: Activity 3

3.1

6 3 9 5 10 2 1 4 7 8

3.2

This activity consists of oral practice.

3.3

1. 436-2281 4. 422-7831

2. 986-3014 5. 989-5620

3. 789-3741 6. 604-2158

3.4

Béatrice calls 35-21-86-15 and 40-31-75-50.

3.5

The phone numbers that you should have circled for each name are listed as follows:

1. Bernard LeBlanc 986-4215
2. Claire Dupuis 432-2678
3. René Moreau 378-5097
4. Anne Thériault 789-2154

3.6

11 17 22 27 19 21 31

3.7

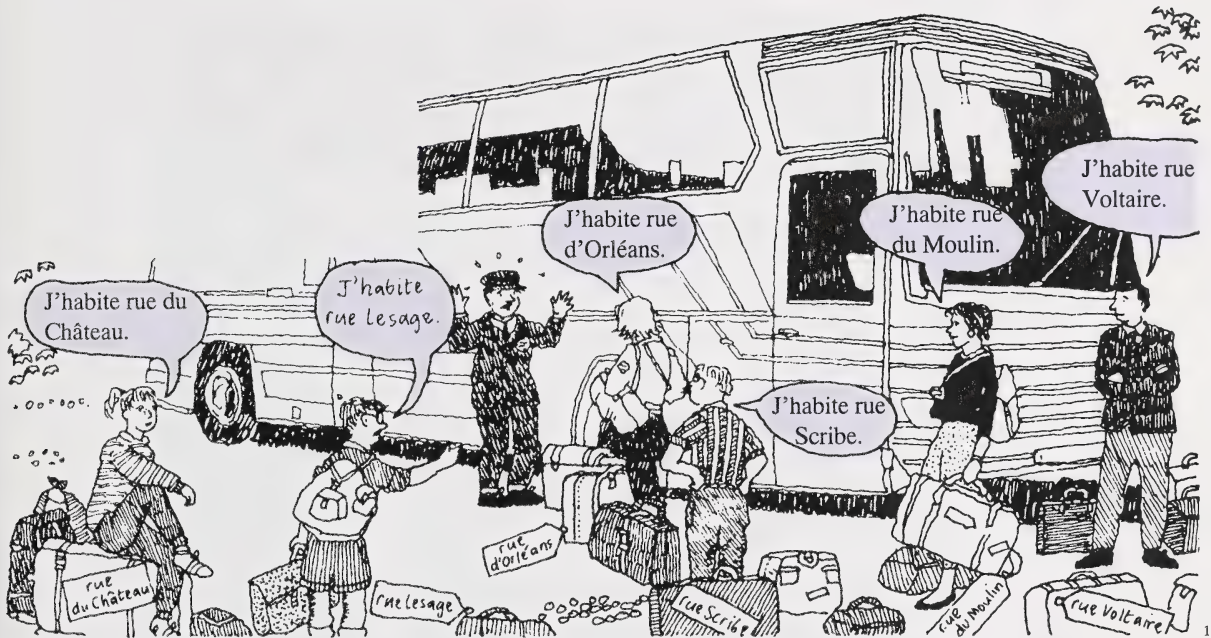
Bordeaux	Toulouse
<u>6</u>	<u>13</u>
<u>14</u>	<u>18</u>
<u>12</u>	<u>9</u>
<u>8</u>	<u>11</u>
<u> </u>	<u>15</u>

3.8

Textbook question 4:

These words are used for *street*: **rue, place, avenue, quai, allée**, and **cours**. The French also use the term **boulevard**.

3.9



3.10

The communities marked with a ✓ should be Morinville, Fahler, Beaumont, Legal, Bonnyville, and St. Paul.

3.11

The numbers of the eight **départements** that should be shaded in on your map are 11, 22, 30, 15, 8, 13, 29, 18.

3.12

1. messieurs
2. mesdames

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Section 1: Follow-up Activities

Extra Help 1

Bonjour, Jean. Bonjour, Patrick.

Comment vas-tu? Très bien, merci.

Où habites-tu? J'habite rue St-Jean.

Ça va? Bof!

Comment t'appelles-tu? Je m'appelle Pierre.

Bonsoir, Monsieur. Bonsoir, Madame.

Salut, Anne. Salut, Sylvie.

Extra Help 2

Michel et Micheline: 15, 16

Jean et Jeanne: 20, 21

Paul et Paulette: 1, 2

François et Françoise: 11, 12

Sylvie et Sylvain: 5, 6

Christophe et Christine: 25, 26

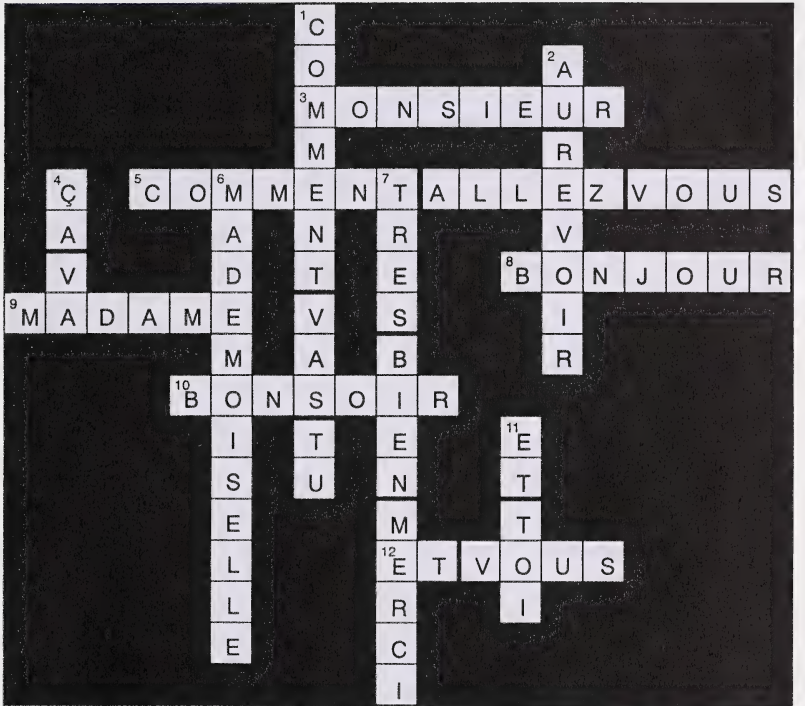
Marie et Maurice: 8, 9

David et Denise: 30, 31

Louis et Louise: 17, 18

Alain et Aline: 3, 4

Extra Help 3



Enrichment 1

1. Paul: Salut, Richard. Ça va ?

Richard: Salut, Paul. Bof! J'ai eu 28 % sur mon test de maths.

Paul: Oh non! À demain !

Richard: Salut.

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2. Marc: Allô! C'est bien la résidence Leclerc?

Mme Leclerc: Oui, c'est le 432-2612.

Marc: Je suis Marc Duhamel, rapporteur pour le journal *Le Franco*. Et vous?

Mme Leclerc: Je m'appelle Madame Leclerc.

Marc: Où habitez-vous, Madame?

Mme Leclerc: J' habite 15 rue Stewart, Monsieur.

3. Paul: Bonjour, Mademoiselle. Comment allez-vous?

Jeanne: Je vais très bien. Et vous?

Paul: Comme ci, comme ça. Comment vous appelez-vous?

Jeanne: Je suis Jeanne Duclos. Et vous, Monsieur?

Paul: Je m'appelle Paul Martel. Où habitez-vous, Jeanne?

Jeanne: J' habite Montréal. Et vous?

Paul: J' habite St. Paul en Alberta.

4. Paul: Salut, Marie.

Marie: Salut, Paul.

Paul: Ça va?

Marie: Pas mal. Et toi?

Paul: Ça va bien, merci. Salut!

Marie: Salut, Paul.

5. Mme: Bonjour! Comment t'appelles-tu ?
 Michel: Je m'appelle Michel Duclos, Madame.
 Mme: Comment ça va , Michel?
 Michel: Ça va bien , Madame. Excusez-moi. Je dois aller en classe.
 Mme: Au revoir , Michel.
 Michel: Au revoir , Madame.
6. M.: Bonsoir , Mesdames . Comment allez-vous ?
 Mme: Bien, merci. Et vous, Monsieur?
 M.: Bien , merci. Bonne nuit !
 Mmes: Bonne nuit !

Enrichment 2

You may have made other logical conversations with different sentence orders.

1. Toi: Bonjour, Monsieur. Comment allez-vous?
 M.: Très bien, merci. Au revoir.
 Toi: Au revoir, Monsieur.
2. Robert: Salut. Je m'appelle Robert. Et toi?
 Marie: Salut. Je m'appelle Marie.
 Robert: Comment ça va?
 Marie: Bien, merci. Et toi?
 Robert: Très bien, merci. Où habites-tu, Marie?
 Marie: J'habite Morinville. Et toi?
 Robert: Moi, j'habite Legal.
 Marie: Quel est ton numéro de téléphone?
 Robert: C'est 555-2616.
 Marie: Mon numéro, c'est 555-2065.
 Robert: Merci, je dois filer!
 Marie: Salut, Robert.
 Robert: Salut, Marie.

3. M.: Bonsoir, Anne.
Anne: Bonsoir, Monsieur. Ça va?
M.: Bien, merci. Et vous?
Anne: Très bien, merci.
M.: Au revoir, Monsieur.
Anne: Bonne nuit, Anne.

Section 2: Activity 1

1.1

Textbook question 9:

 b a c b a a c b

1.2

Textbook question 7:

 f g b s d l p m n t v c w

1.3

This is a listening activity.

1.4

An oral answer is provided in tape segment 125.

1.5

You are to spell your name in French.

1.6



1

1.7

- Antoine
- Nathalie
- Catherine
- Jeanne
- François
- Mathieu
- Pierre
- Serge

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Section 2: Activity 2

2.1

These answers are open-ended. However, you can compare your list of school supplies to the one provided in Activity 2.2.

2.2

Answers will vary. Depending on how much shopping you've done so far, you've probably marked **oui** for some of these items and **non** for others.

2.3

This activity was an oral question and answer exercise. Here are the written versions of the questions and answers:

1. Est-ce que tu as un stylo?
Non, j'ai besoin d'un stylo.
2. Est-ce que tu as un crayon?
Non, j'ai besoin d'un crayon.
3. Est-ce que tu as une règle?
Non, j'ai besoin d'une règle.
4. Est-ce que tu as un cahier?
Non, j'ai besoin d'un cahier.
5. Est-ce que tu as une gomme?
Non, j'ai besoin d'une gomme.

Section 2: Activity 3

3.1

2 7 1 6 10 5 11 4 3 9 8

3.2

Picture a) 4

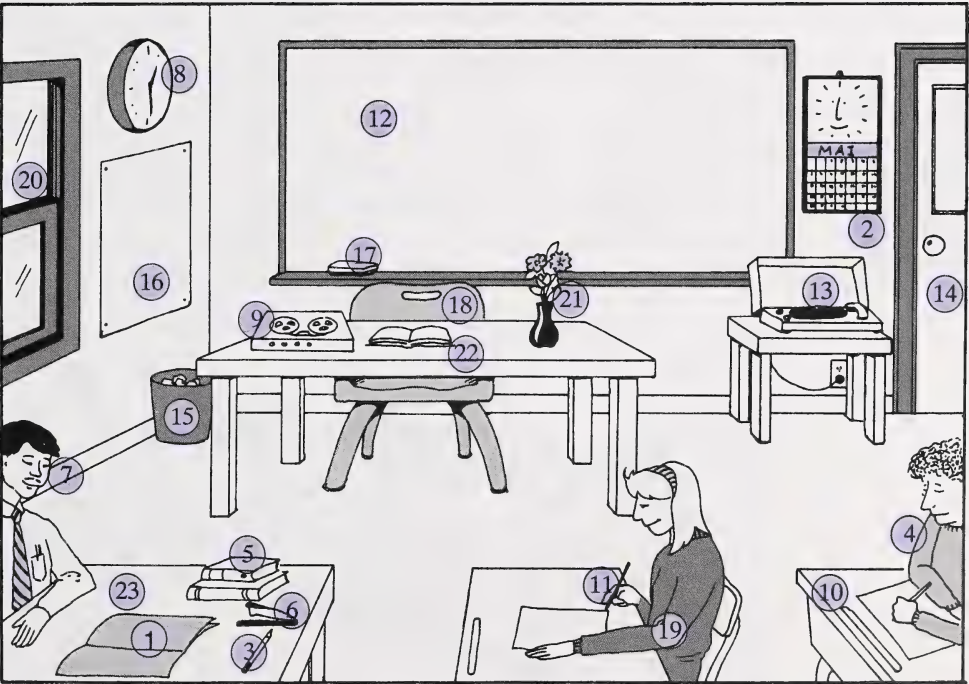
Picture b) 5

Picture c) 1

Picture d) 3

Picture e) 2

3.3



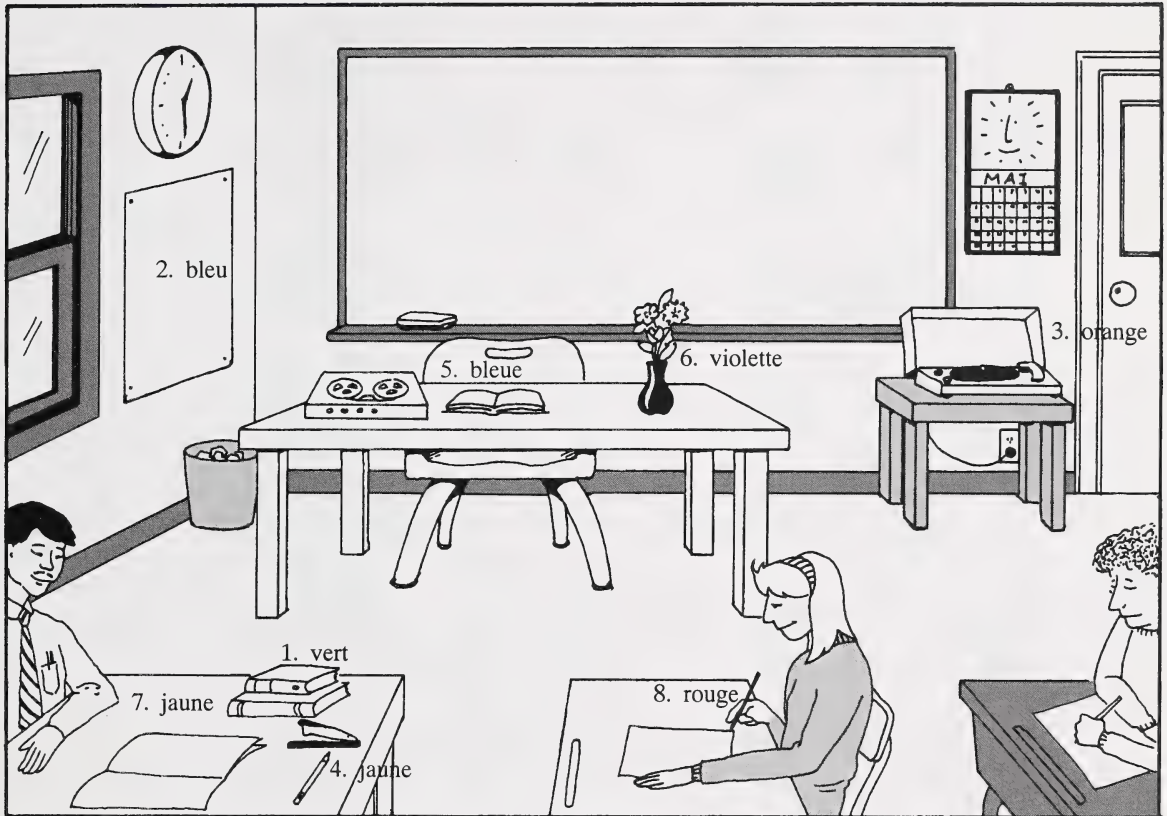
3.4

Masculin	Féminin	Pluriel
un cahier	une agrafeuse	des fleurs
un calendrier	une horloge	
un crayon	une porte	
un élève	une poubelle	
un livre	une affiche	
un professeur	une brosse	
un magnétophone	une chaise	
un pupitre	une élève	
un stylo	une fenêtre	
un tableau	une table	
un tourne-disques		
un bureau		

3.5



3.6



3.7

5 au-dessus

3 devant

en bas

4 à la droite

en haut

sous

8 à côté de

sur

7 au centre

9 au-dessous

10 derrière

2 entre

6 à gauche

3.8

1. sur
2. en haut
3. derrière
4. devant
5. au-dessous
6. entre
7. à côté de
8. à droite
9. à gauche
10. au-dessus

Section 2: Follow-up Activities**Extra Help 1**




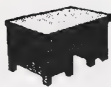




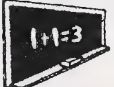

This activity is completed orally.

Extra Help 2

The fifteen objects listed on tape are those that follow. You may have mentioned any nine of them. Get a friend to check out your sketches!

une règle – a ruler
des feutres – felt pens
un cahier – a notebook
une gomme – an eraser
un bâton de colle – a glue stick
un dictionnaire – a dictionary
un sac/un cartable – a carrying bag
un crayon – a pencil
une trousse – a pencil case
une calculatrice – a calculator
un livre – a textbook
des feuilles – sheets of paper
des ciseaux – scissors
un stylo – a pen
un bloc-notes – a notepad

Extra Help 3

UP E I TPR	<u>PUPSTRE</u>	2	1 
IL E V R	<u>LIVRE</u>	5	2 
ÈL E G R	<u>RÈGLE</u>	1	3 
I P P A E R	<u>PAPIER</u>	8	4 
MO MG E	<u>GOMME</u>	3	5 
UB E T A L A	<u>TABEAU</u>	9	6 
SO TY L	<u>STYLO</u>	10	7 
EU BU R A	<u>BUREAU</u>	4	8 
EA H I R C	<u>CAHIER</u>	7	9 
A Y O R CN	<u>CRAYON</u>	6	10 

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Extra Help 4

1. A
2. B
3. A
4. B
5. A

Extra Help 5

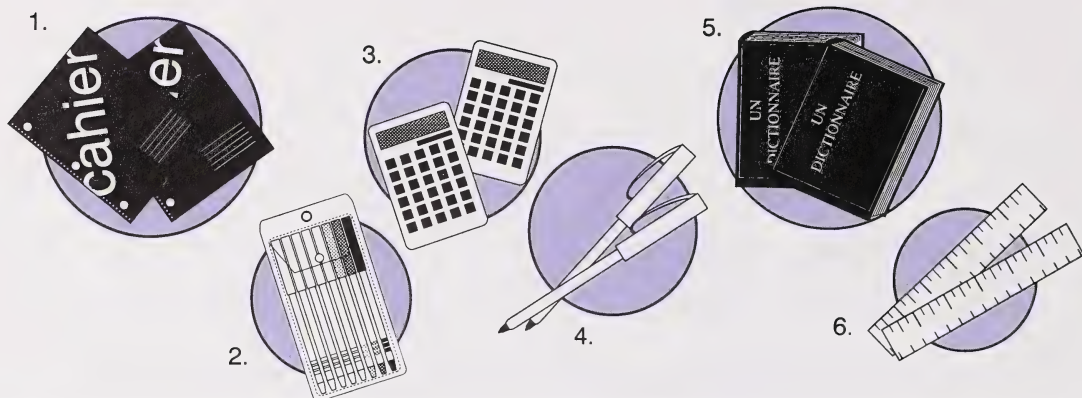
You should have ended up with a picture of a flower.

Extra Help 6

Enrichment 1

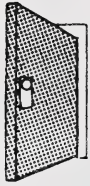
1. La neige est blanche.
2. Un saphir est bleu.
3. Le chocolat est brun.
4. Un castor est brun.
5. Une banane est jaune.
6. Une grenouille est verte.
7. Une carotte est orange.
8. Une souris est grise ou brune.
9. Un disque est noir.
10. Une pomme est rouge ou verte.
11. Une prune est violette.
12. Le drapeau canadien est rouge et blanc.

Enrichment 2



1. les cahiers	6. les regles	
5. les dictionnaires	2. les feutres	
	4. les stylos	3. les calculatrices

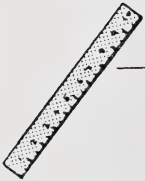
Enrichment 3



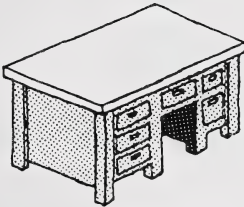
PORTE



CRAYON



RÈGLE

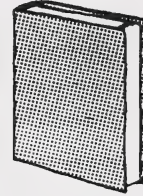


BUREAU

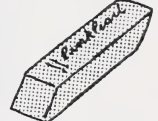


STYLO

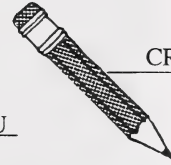
I	A	N ¹⁰	G	M	M	E
D ⁵	S	T	O	N ⁸	P	I
U ²	T	Y ⁶	L	V	U	T
I	E	A	I	A	R	E
H	R ³	B	L	E	O ⁹	P
¹ C ⁷	A	U ¹¹	R	G	L	E



LIVRE



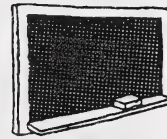
GOMME



CRAYON



CAHIER



TABLEAU



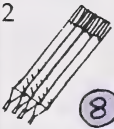


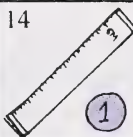

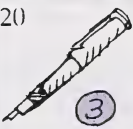
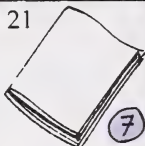
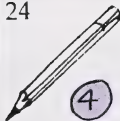
PUPITRE

1. (C) /R/A-I-E
2. (T) \A↓B→L-E↑A/U
3. (B) ↓U-R/E↑A/U
4. (C) /R/A↑Y/O-N
5. (S) →T↓Y→L↓O
6. (L) ↓I/V\R→E
7. (C) →A\H↑I→E↓R
8. (P) ↓U↑P-I↓T/R→E
9. (P) →O↑R/T↓E
10. (G) ↓O/M-M-E
11. (R) /È↓G-L-E

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Enrichment 4

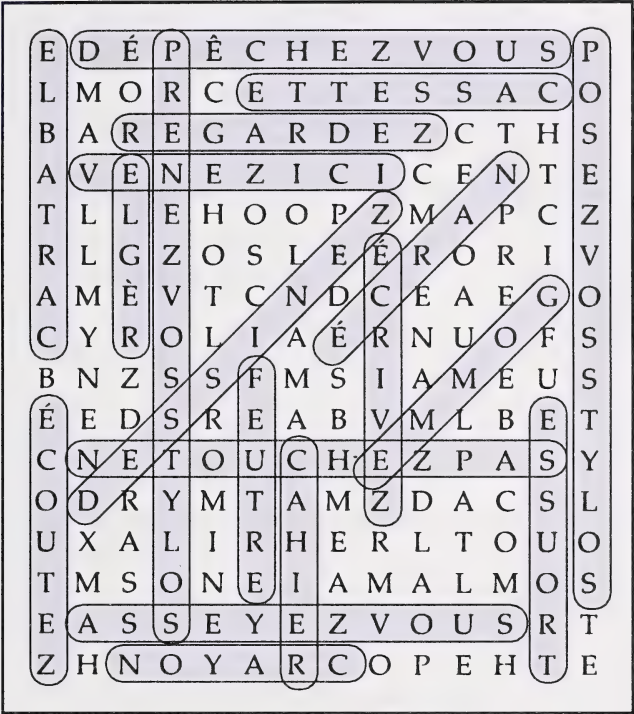
Here is the second grid that is to be used by one of the partners in this activity.

1	2  ⑧	3	4	5  ⑤
6	7	8	9  ②	10
11	12	13	14  ①	15
16	17  ⑥	18	19	20  ③
21  ⑦	22	23	24  ④	25

This exercise is done orally.

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Enrichment 5



Enrichment 6

- 1. F
- 2. V
- 3. F
- 4. V
- 5. F

Enrichment 7

This exercise is done orally.

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Section 3: Activity 1

1.1

There are no formal answers for this activity.

1.2

The exact wording that you used here may vary. Look at the conversation between Michelle and Dominique.

Dominique: Salut, Michelle! Je m'appelle Dominique. Comment ça va?

Michelle: Bonjour. Bien, merci. Et toi?

Dominique: Ça va bien, merci.

1.3

Your answers may vary somewhat. Here's how Dominique completed the dialogue:

Dominique: Bonjour, Mme Nadeau.

Mme Nadeau: Bonjour, Dominique. Comment ça va?

Dominique: Bien, merci, Madame.

Mme Nadeau: Qui est-ce?

Dominique: C'est Michelle Thibault, une étudiante du Québec.

Mme Nadeau: Bienvenue, Michelle.

1.4

Here are the rooms listed in the cassette segment 142.

1. une salle d'étude – a study room
2. une piscine – a pool
3. une toilette – a washroom
4. un couloir – a hallway
5. un foyer – an entrance rotunda
6. une cafétéria – a cafeteria
7. un gymnase – a gym

8. un laboratoire/un labo – a lab
9. une salle de classe – a classroom
10. une bibliothèque – a library
11. un bureau – an office

1.5



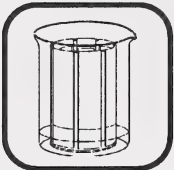







This is completed orally with answers provided in tape segment 143.

1.6

1. C'est le bureau de la directrice.
2. C'est la cafétéria.
3. C'est la bibliothèque.
4. C'est une salle de classe.
5. C'est le gymnase.
6. C'est la piscine.
7. C'est le foyer.
8. C'est une toilette.
9. C'est une salle d'étude.
10. C'est un laboratoire ou c'est un labo.

Section 3: Activity 1

2.1

<u>1</u>		la psychologie, la vie et la carrière	<u>13</u>		la musique/l'art dramatique
<u>9</u>		la chimie	<u>11</u>		le français immersion
<u>6, 8</u>		l'éducation physique	<u>15</u>		l'allemand
<u>8</u>		le français langue seconde	<u>5</u>		la bibliothécaire
<u>14</u>		la dactylographie	<u>3</u>		les maths

10



l'informatique

2



les études
sociales

12



la physique

4



l'anglais

7



la biologie

2.2

Here are Michelle's answers to the question asking where each teacher is. In most cases there is more than one way to respond.

1. Mme Nadeau est dans le bureau de la directrice.
2. Mlle Lee est dans la classe de maths.
Elle est dans la salle de classe de mathématiques.
3. M. Singh est dans le gymnase.
4. M. Saumer est dans le labo de chimie.
Il est dans la salle de classe de chimie.
5. M. Klak est dans la classe d'art dramatique.
Il est dans l'amphithéâtre.
6. Mlle Frisson est dans la bibliothèque.
7. Mme Arsenault est dans la classe de français.
Elle est dans la salle de classe de français langue second.
8. Mme Forestier est dans le labo de biologie.
Elle est dans la salle de classe de biologie.
9. M. Papineau est dans le bureau du directeur adjoint.
10. M. Potvin est dans le labo de physique.
Il est dans la salle de classe physique.

2.3

Michelle fait des maths, de l'anglais, de l'éducation physique, de la physique, des études sociales, de la vie et carrière, de la chimie, de l'informatique, et de la biologie.

2.4

1. F
2. V
3. V
4. F
5. V

2.5


The answers to this activity are found on tape segment 150.


Section 3: Follow-Up Activities


Extra Help 1


- | | |
|------|------|
| 1. D | 6. C |
| 2. G | 7. H |
| 3. B | 8. F |
| 4. I | 9. A |
| 5. E | |


Extra Help 2


1V: Phys Ed 


3H: Social Studies 


1H: Drama 


2V: Industrial Ed 


6H: Home Economics 


2H: Chemistry 


5V: Typing 


4V: Computers 

6V: Drafting 

5H: Math 

3V: French 

7V: English 

4H: Physics 

1A: ART D R A M A T I Q U E

2C: C H I M I E

3F: F R

4I: I N F O R M A T I Q U E S

5D: D E S S O C I A L E S

6A: A R T S M E N A G E R S

7A: A T I Q U E S

8A: A R T S M E N A G E R S

9A: A R T S M E N A G E R S

10A: A R T S M E N A G E R S

11A: A R T S M E N A G E R S

12A: A R T S M E N A G E R S

13A: A R T S M E N A G E R S

14A: A R T S M E N A G E R S

15A: A R T S M E N A G E R S

16A: A R T S M E N A G E R S

17A: A R T S M E N A G E R S

18A: A R T S M E N A G E R S

19A: A R T S M E N A G E R S

20A: A R T S M E N A G E R S

21A: A R T S M E N A G E R S

22A: A R T S M E N A G E R S

23A: A R T S M E N A G E R S

24A: A R T S M E N A G E R S

25A: A R T S M E N A G E R S

26A: A R T S M E N A G E R S

27A: A R T S M E N A G E R S

28A: A R T S M E N A G E R S

29A: A R T S M E N A G E R S

30A: A R T S M E N A G E R S

31A: A R T S M E N A G E R S

32A: A R T S M E N A G E R S

33A: A R T S M E N A G E R S

34A: A R T S M E N A G E R S

35A: A R T S M E N A G E R S

36A: A R T S M E N A G E R S

37A: A R T S M E N A G E R S

38A: A R T S M E N A G E R S

39A: A R T S M E N A G E R S

40A: A R T S M E N A G E R S

41A: A R T S M E N A G E R S

42A: A R T S M E N A G E R S

43A: A R T S M E N A G E R S

44A: A R T S M E N A G E R S

45A: A R T S M E N A G E R S

46A: A R T S M E N A G E R S

47A: A R T S M E N A G E R S

48A: A R T S M E N A G E R S

49A: A R T S M E N A G E R S

50A: A R T S M E N A G E R S

51A: A R T S M E N A G E R S

52A: A R T S M E N A G E R S

53A: A R T S M E N A G E R S

54A: A R T S M E N A G E R S

55A: A R T S M E N A G E R S

56A: A R T S M E N A G E R S

57A: A R T S M E N A G E R S

58A: A R T S M E N A G E R S

59A: A R T S M E N A G E R S

60A: A R T S M E N A G E R S

61A: A R T S M E N A G E R S

62A: A R T S M E N A G E R S

63A: A R T S M E N A G E R S

64A: A R T S M E N A G E R S

65A: A R T S M E N A G E R S

66A: A R T S M E N A G E R S

67A: A R T S M E N A G E R S

68A: A R T S M E N A G E R S

69A: A R T S M E N A G E R S

70A: A R T S M E N A G E R S

71A: A R T S M E N A G E R S

72A: A R T S M E N A G E R S

73A: A R T S M E N A G E R S

74A: A R T S M E N A G E R S

75A: A R T S M E N A G E R S

76A: A R T S M E N A G E R S

77A: A R T S M E N A G E R S

78A: A R T S M E N A G E R S

79A: A R T S M E N A G E R S

80A: A R T S M E N A G E R S

81A: A R T S M E N A G E R S

82A: A R T S M E N A G E R S

83A: A R T S M E N A G E R S

84A: A R T S M E N A G E R S

85A: A R T S M E N A G E R S

86A: A R T S M E N A G E R S

87A: A R T S M E N A G E R S

88A: A R T S M E N A G E R S

89A: A R T S M E N A G E R S

90A: A R T S M E N A G E R S

91A: A R T S M E N A G E R S

92A: A R T S M E N A G E R S

93A: A R T S M E N A G E R S

94A: A R T S M E N A G E R S

95A: A R T S M E N A G E R S

96A: A R T S M E N A G E R S

97A: A R T S M E N A G E R S

98A: A R T S M E N A G E R S

99A: A R T S M E N A G E R S

100A: A R T S M E N A G E R S

Extra Help 3

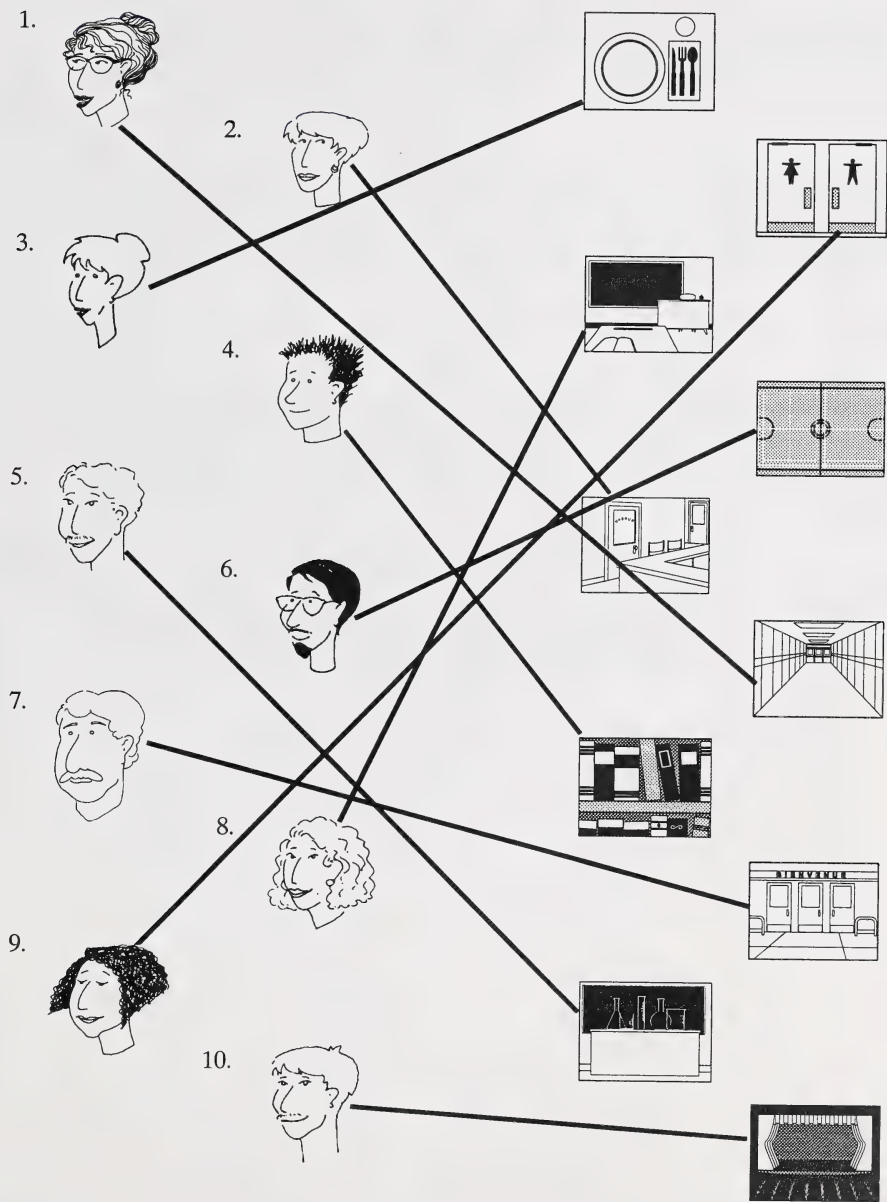
Here is how David Lacoursière filled out his card:

L'école:	St. Paul Secondaire		
	19 95 – 19 96		
Nom:	David Lacoursière		
Adresse:	55 rue Cerisier		
	St. Paul, Alberta TOE 1L0		
Niveau:	10	Age:	16
Numéro de téléphone:	555-2096		
Numéro de casier:	#603		
Signature de l'étudiante:	David Lacoursière		

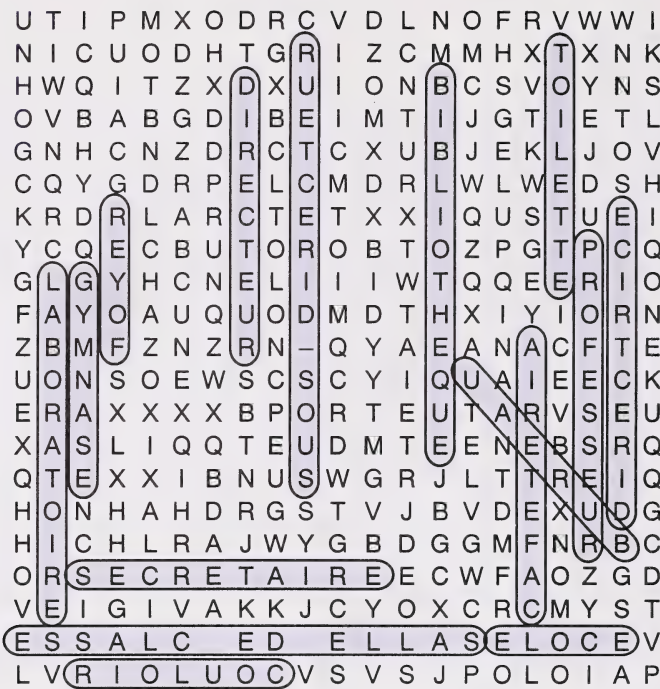
Extra Help 4

The correct answers to this activity are given on the audiocassette at the end of tape segment 152.

Enrichment 1



Enrichment 2



Enrichment 3

	j'adore	j'aime	bof!	je n'aime pas	je déteste
les maths	Sophie	Katya			Jean Patrick
la musique	Patrick Jean		Sophie	Katya	
l'anglais	Patrick	Sophie		Jean	Katya
le français	Patrick	Jean		Katya	Sophie
la géographie		Katya	Jean Patrick	Sophie	

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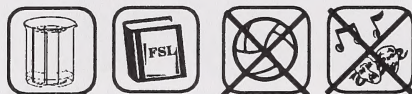
Enrichment 4

The first part of this Activity is strictly oral. A sample dialogue is provided for you on tape segment 155. In the following chart, the subjects that the students say they dislike have been crossed out.

1. Sandy



2. Tanya



3. Marie-Thérèse



4. Charles



5. Blanche



6. Paul





L.R.D.C.
Producer

French 13

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